

City and County Teachers

The following was the assignment of colored school teachers for Savannah and Chatham County:

East Broad Street School—Principal, Mr. R. W. Gadsden; 7th grade, Miss R. G. Houston; 6th grade, Miss E. L. Jackson; 5th grade, Miss L. L. Carey. Mr. S. J. Reid; 4th grade, Miss M. Reynolds, Miss E. A. Jackson, Miss E. A. Quinney; 3rd grade, Miss M. E. Burns, Miss H. C. Houston; 2nd grade, Miss Virginia Box, Miss M. M. Daniel; 1st grade, Miss Etta McIntosh, Mrs. A. E. Orner; Assistant, Miss Lula Smith.

West Broad Street School—Principal, Mr. J. H. C. Butler; 7th grade, Mrs. S. J. Butler; 6th grade, Miss A. B. Miller; 5th grade, Miss A. M. Ellis, Mrs. A. C. Middleton; 4th grade, Miss C. E. Lewis, Miss R. L. Brown; 3rd grade, Mrs. C. E. Nelson, Mrs. S. A. Brown, Miss C. Hendrickson; 2nd grade, Miss N. A. Houston, Mr. S. S. Kelson; 1st grade, Miss Madeline Shivery, Miss M. A. Stoney; Assistant, Miss Annie Tucker. *Sarah Johnson 10-8-10*

Maple Street School—Principal, Mr. John McIntosh; 7th grade, Mrs. M. E. Tolbert; 6th grade, Miss S. C. Houston; 5th grade, Miss A. E. Scott; 4th grade, Mrs. L. A. Woodard; 3rd grade, Mrs. F. H. Robinson, Miss L. Hendrickson; 2nd grade, Miss Helen Ellis, Miss Drusilla Blyler; 1st grade, Mr. Wm. D. Kennedy; Assistant, Miss Bertha Williams.

Duffy Street School—2nd grade, Mrs. Emma Greene; 1st grade, Mrs. Mary Mills.

County Schools—Antioch, Miss Geneva Stiles; Beaulieu, Miss Rosa L. Ashton; Belmont, Miss Henrietta Johnson; College, Mrs. Daisy E. Pearson; Dittmersville, Mrs. Ellen E. Spencer; East Savannah, Miss Rachel R. Rogers; Flowersville, Miss Camilla Stiles; Grove Hill, Miss Rebecca Sengstacke; Isle of Hope, Miss M. E. Victory; Montieth, Miss Florence Banks; Mt. Zion, Mrs. F. C. Ford; Nicholsonboro, Miss Veronica Beasley; Pooler, Miss Clifford Brown; Rice Hope, Miss Nettie Ulmer; Riverside, Miss Annie Styles; Rose Dhu, Miss Clinton Dingle; Sackville, Miss Sarah O. Lee; Skidaway, Mrs.

Annie Holmes; Taylor's Chapel, Miss Delphene Stoney; Wheat Hill, Miss Raven Garey; White Bluff, Mrs. Lydia Coleman; Whitmarsh, Miss Iona Coston; Wilmington, Miss Amanda Ward; Woodstock, Miss Florence Erwin; Woodville, Miss Rachel Wright; West Savannah, Mrs. E. M. Armstrong.

EDUCATION IN SPOTS.

Booker T. Washington shatters on delusion under which the people of the country generally have been laboring when he produces figures to show how little the Southern states are spending upon the education of negro children.

It has been generally supposed that while separate public schools were maintained, these for colored children approximately conformed to the general educational standard. But Mr. Washington says that one county in Alabama spent last year \$15.84 for the education of each white child, and only \$1.87 for each negro child.

For the year 1908 South Carolina spent only 1.70 per head for the education of the negro children. No only is the amount of money usually spent on the colored schools entirely inadequate, but the school houses as a rule are hardly fit for human occupancy, the teachers employed are grossly incompetent, and the school year is only two to five months.

In Macon county, Alabama, in which Mr. Washington himself resides, a different policy is followed. There the negro schools are excellent. The school houses are good, the teachers competent, and they have eight or nine months' school during the year.

In addition to book learning the children are taught cooking, table-serving, gardening, farming of all kinds, poultry and pig-raising and dairying. The results in building up a thrifty and well-behaved negro population, in lessened crime, etc., have been so good that the white people of the county are very much pleased with the expenditure.

To those who declare that negro education generally proves unsatisfactory, Mr. Washington replies that it has never been tried except in spots. The South should surely do better than the figures cited by the great negro educator indicates that they are doing. Nothing is more dangerous in any community than a large percentage of illiteracy and incompetence.—Minneapolis Tribune.

Mr. Washington is not stating far as Arkansas is concerned,

and the census of 1910 will prove it. In Arkansas and especially in the negro belt, the negroes are receiving as much, and in some instances, more education and educational facilities than are the whites, and especially the whites in the hills and mountain districts. No complaint has reached Arkansas and in this city efforts are being made by the whites to establish a great industrial negro school near Pine Bluff.

FOUR MONTHS

In School For Negroes In Louisiana
Nine Months For Whites.

THE SEPARATE SCHOOL ARRANGEMENTS:

Gifts of Thomy Lafon the Colored
Philanthropist Reviewed.

BY V. P. THOMAS.

New Orleans, Oct. 12, 1910.—The department of public education for Louisiana has given out its first statement of the public schools under the new law, and it throws a great light indeed on the subject, a light which makes it clear why the Colored population of the state has such a hard time getting along in educational matters under the separate school arrangements in vogue here. It shows that the separate arrangements are not at all anything like equal arrangements for the education of the two races. One of the races has ever so much better facilities for education than the other, although there is but a very slight difference between the number of educable children of one and the number of the educable children of the other in the state. Indeed, the white population and the Colored population are about equal in proportionate numbers. But the white race has ever so much the better of the arrangements. The value of all school houses, sites and furniture assigned to the arrangements for the white children is \$6,503,019.57; while the value of all school

houses, furniture, and sites assigned to the arrangements for the Colored children is only \$273,147.50. The total value of school property for the whites is \$7,539,145.45; the total value of school property for the Colored people is \$266,281.40. White male teachers get an average salary of \$75.29; white female teachers an average salary of \$50.80. Colored male teachers get an average salary of \$34.25; Colored female teachers an average of \$28.67 per month. The number of white male teachers employed is 921; the number of white female teachers is 4,080. The number of Colored male teachers is 426; the number of Colored female teachers is 859 in the state.

The enrollment in white schools is 184,755 for 5,101 teachers to teach—a little over 36 pupils to each teacher; the enrollment in Colored schools is 78,862 for 1,285 teachers to teach—more than 61 pupils to each teacher. Here it is seen that 5,101 teachers, white, whose average salary is \$56.16 per month for more than eight months in the year, would have to teach only a little over 36 pupils each; while 1,285 teachers, Colored, whose average salary is \$29.87 per month for 4.6 months in the year would have to teach over 60 pupils each, if the attendance was as great as the enrollment throughout the year. There are quite a number of high schools for whites, every parish having several running nine months. There is no high public school for Colored children, except Southern University in the city of New Orleans. There are wagonettes to convey white children to school in the country districts costing the state \$54,000.51 to operate and for which the state paid \$6,040.21. The wagonettes are not at the service of Colored children. There are four Colored schools in the city of New Orleans whose teachers are all white, whose salaries are larger than the salaries of Colored teachers in the same grade of schools.

Separate schools under such glaring inequalities, while better than no schools at all, do not commend themselves to people who believe in a square deal and equal opportunities for all the citizens of the state.

The Colored people have more than 184,755 children to put in the public schools, but it is clear that their children would have to sit one upon

another in the schools, as there are no school houses to accommodate their children, nor teachers to teach them. The state is employing only one teachers for every 61 of their children sent to school as it is; while it is giving nearly two teachers to the whites for an equal number of white children. The sum of \$4,936,300.34 were the total receipts from all sources for public education from July 1, 1909, to July 1, 1910. White teachers' salaries out of this sum amount to \$2,404,062.54; Colored teachers' salaries \$202,251.13. Average cost monthly of each white child \$2.90; Colored, \$1.21, based on average attendance.

This separate school arrangement has been in vogue here for years, but the Colored people have been cutting down the percentage of the illiteracy of the race right along, having reduced their illiteracy from 99 per cent thirty years ago to about 80 per cent.

INTERESTING COMPARISON AS TO COUNTIES.
FIFTY-FOUR THOUSAND DOLLARS TO BE DIVIDED AMONG 131 SCHOOLS—WHERE THE MONEY GOES.

The Daily Mail, Anderson, S. C.
Columbia, Dec. 8.—The final apportionment for the session 1909-1910 were made by the state board of education at its meeting December 3 and 4, to the accepted state-aided high schools. One hundred thirty-one schools in forty counties will receive aid, but Greeleyville in Williamsburg, has not reported the necessary enrollment of fifteen pupils above the 7th grade. About \$54,000 has been apportioned.

A number of high schools cannot receive their share of the state fund until the county superintendent of education reports satisfactorily upon the certificates held by the teachers. The general school law requires that every teacher employed in the free public schools shall hold a certificate either from the county board of education in whose jurisdiction the school is located, or from the state board of education. All certificates are issued for a term of two years, and are not valid until registered in the office of the county superintendent. A diploma from an accredited college does not exempt the holder from examination until a certificate has been issued thereon, and this certificate, also, registered in the county superintendent's office. A state certificate must be similarly registered before the holder can legally draw from public school funds. Teachers in special school districts, organized under special acts of the general assembly, are subject in this

respect to the same conditions applying to teachers in common school districts. Below is given a list of high schools that have failed to meet this requirement.

The secretary of the high school board urges principals and trustees to comply with the certificate law at once, and to send in notices of their compliance to the state high school inspector, Prof. W. H. Hand.

In cases where teachers cannot receive certificates until they have taken the extra examination ordered for Friday, January 7, 1910, the high school apportionment cannot be paid until such teachers have been examined and certificated. It is not necessary that these uncertificated teachers should resign their present positions, but the payment of their salaries is contingent upon the result of the January examination. The failure to secure a certificate at that time will, of course, render legal payment impossible. High schools with uncertificated teachers are as follows: Honeapath, 1; Blacksburg, 1; Gaffney, 2; Manning, 1; Lamar, 1; Simpsonville, 1; Conway, 1; Lancaster, 9; Lynchburg, 1; Latta, 1; Bennettsville, 1; Westminster, 2; Cross Anchor, 1; Inman, 1; Reidville, 1; Bethany, 3.

The per capita expenditure of pupils enrolled, 1908-1909, by counties is as follows:

Counties	White	Negro	Both
Abbeville	\$11 20	\$1 60	\$5 00
Aiken	12 35	2 29	6 54
Anderson	7 63	1 92	5 53
Bamberg	18 50	8 0	6 15
Barnwell	13 93	2 32	6 27
Beaufort	31 86	3 09	6 62
Berkeley	8 15	1 51	3 71
Calhoun	14 80	58	4 01
Charleston	35 70	2 55	13 56
Cherokee	6 04	2 06	4 79
Chester	15 94	1 41	6 27
Chesterfield	6 86	1 11	4 64
Clarendon	14 70	1 07	4 97
Colleton	8 73	1 77	5 30
Darlington	9 99	1 19	4 83
Dorchester	13 26	1 88	6 80
Edgefield	6 72	1 02	3 12
Florence	11 37	1 80	6 48
Georgetown	14 76	3 15	7 53
Greenville	5 56	2 00	4 81
Hampton	8 75	1 09	4 29
Horry	4 03	1 67	3 51
Kershaw	13 98	2 11	7 49
Lancaster	6 18	1 03	3 67
Laurens	11 05	97	5 73
Lee	12 87	1 11	5 33
Lexington	6 78	90	4 64
Marion	10 70	1 72	6 20
Marlboro	12 14	95	5 05
Newberry	11 60	1 28	4 69
Oconee	6 08	1 79	4 84
Orangeburg	11 36	1 11	4 71
Pickens	7 88	1 77	6 35
Richland	25 35	3 21	12 42

Saluda	6 23	68	3 13
Spartanburg	8 42	2 43	6 08
Sumter	11 53	2 01	6 11
Union	6 83	3 37	4 93
Williamsburg	10 44	1 27	4 74
York	8 40	1 12	4 14
Average	10 34	1 70	5 07

It will be seen from the above table that in Horix County only \$4.03 was given for the education of each white child. In Calhoun County only 58 cents was spent on the education of each Negro child.

VIGOROUS PROTEST

Citizens of Wilson Condemn Attack of Sensational Newspaper.

PROFESSOR COON ENDORSED

To the Editor of News:

The unfortunate distortions given by certain newspapers to Prof. C. L. Coon's Atlanta address seem to be awakening an interest(?) in the minds of certain misinformed individuals outside of the state. We refer more particularly to the letter of a man by the name of Gregory, printed in last Sunday's News and Observer. His ignorance is no doubt assumed; for he certainly ought to know that our state superintendent would hardly have a negro employed in his office to do the important work that was assigned to Prof. Coon while in the service of the state. His grave reflections on the town and the good people of Wilson, whether inspired by mischief, malice or ignorance, are inexcusable. We are somewhat surprised that such a letter should be printed without condemnation in the News and Observer as Wilson was formerly the home town of the editor of this paper. It is unusual for anyone to allow the home of his boyhood to be befouled without one word of correction or protest. The basis of what Mr. Coon declared at Atlanta has appeared repeatedly in the biennial reports of the state superintendent of public instruction, and has in the recent past been used repeatedly in educational campaigns in many of the local tax districts in North Carolina. If true within the state we see no reason why the subject matter should become false when uttered outside the state, and that, too, when uttered at the instance of our state superintendent. Without desiring to enter into the controversy, and certainly without intending to force our judgment upon the public in this mat-

ter, we express the hope that the truth will prevail, and in its prevalence we believe our public school system will be saved. The attacks which have latterly been made demand that the fairness of the present plan of taxation be justified. The time is approaching when the white people may decline to support negro schools as eleemosynary institutions. According to the figures furnished by our state superintendent, and in the use of which at Atlanta Prof. Coon committed so grave an offense, the negro schools are no longer burdens on the white people and instead of trying to make this appear to be the case it becomes all good citizens who are informed on the question to make the truth plain to their neighbors who are not informed. Instead of censuring Prof. Coon the state owes him a vote of thanks for his labors along this line, and for which he was a few years ago so highly praised.

We protest against the cause of education being dragged into politics. We express our regrets that our state superintendent should have suffered himself for a moment to lend his office to politicians in their attack on Prof. Coon. Believing that good, conservative judgment demands a complete divorce between politics and office getting on the one hand, and the true educational advancement of our children on the other hand, we appeal to the true friends of the public schools of North Carolina not to lend their approval to the present political onslaught which seeks to destroy one of our most able, honest and industrious public servants.

Having said this much, we seek more particularly to inform Mr. Gregory that Prof. Coon is a white man, of marked ability, conceded to be one of the best school superintendents in the state; is now doing duty in the town of Wilson, conceded to be one of the most up-to-date, best managed towns in the south, and with a minimum tax rate considering the public conveniences. The relations between the races are ideal, and while the white people are of course in absolute control, they hold this control by the almost unanimous support and good will of the entire negro population. Prof. Coon is not a perfect man, nor does he or his friends claim him to be; he is, however, meeting with unprecedented success in the management of the schools of Wilson, and at this writing the condition of the schools is as promising as we could ask.

We are not submitting these statements regarding Prof. Coon and our schools without authority, for at a meeting of the trustees of the Wilson graded schools held last night to consider the matter, the following resolutions were unanimously adopted, as appears from a certified copy furnished by W. P. Wootten, secretary of the board:

"Whereas, The attention of this board has been directed to criticisms against Prof. C. L. Coon on account of his Atlanta address delivered last spring; and whereas, we have conducted a careful and dispassionate investigation of the whole matter with all documents bearing thereon before us; and whereas, we find nothing in the said ad-

dress which directly, or by fair inference as a State, Alabama is doing its full duty. The future advance must be made through local taxation.

But while impetus to the educational movement in Alabama has been given, that movement is not at its full speed. Great reforms go slowly. It is perhaps a defect in the ideals of the American people that they want great reforms, great movements to be done in a day. The schools have not yet attained that full growth, after the generous aid given them by the State. This will come in time, but it will take time.

In the meanwhile it is encouraging to note the colleges, the high schools and the common schools are opening with full attendance and that earnest, intelligent efforts are being made to correlate the various branches of the school system of the State, and to bring up the efficiency of each school to the State.

Mr. Wootten states that there were present at this meeting Dr. C. E. Moore, F. A. Woodard, W. A. Finch, Jonas Bettinger, U. H. Crozart and himself, George Hackney, the other member, being out of the state. These names are sufficient guarantee that the above investigation and action were neither perfunctory nor partisan, and we beg leave to give the same publicity with our hearty approval.

Very Respectfully,
W. W. BRIGGS, Mayor.
W. L. BANKS, Chairman Board County Commissioners.
E. J. BARNES, County Superintendent Schools.
JONAS OETTINGER, President Chamber of Commerce.
R. P. WATSON, President Tobacco Board of Trade.
DR. W. H. ANDERSON, President Wilson County Medical Society.
J. C. HALES, President Branch Banking Company.
JOHN F. BRUTON, President First National Bank.

Alabama gives more than \$2,000,000 annually to the schools of the State. This is more than half of the total income of the State. In other words Alabama pays much more to its schools than it does for all other expenses, including the maintenance of the State Government, the payment of pensions to old soldiers and interest on its bonded indebtedness. Few States in the Union, as States, do better in the way of paying out its income to the schools than does Alabama. It will be well for the light-thinking wordy critics of the schools of Alabama to bear in mind this important fact—that the State pays much more than half of its total income to its schools, and few States in the Union do better.

The educational leaders of the State, the men most responsible for the remarkable growth of the sentiment for public schools frankly say that Alabama, as a State, is doing all that it can do for the schools. They do not mean to say that the advance should stop here; they only say that

DIRECTORY OF EDUCATION

Complete Pamphlet Issued by State.

SCHOOL STATISTICS OUTLINED

Work Shows Attendance of Both Whites and Negroes.

Money Available Is Stated To Be

\$2,562,641.57—Money For Rural

Purposes is \$439,359.33—De-

Tails of the Higher In-

struction Institutions.

One of the most complete pamphlets of information ever published by the State Department of Education is the Education Directory of Alabama.

It includes the name of every official of the State Department, of the State collegiate institutions, of the agricultural schools, high schools, county superintendents and city superintendents and treasurers.

The last four pages of the pamphlet are devoted to a summary of interesting statistics as to education in Alabama. Among the figures are those of attendance, number and values of rural school houses, etc. A few of the figures are:

Available School Fund.

Balance on hand from previous year	\$ 96,798.91
State appropriation	1,719,621.13
Poll Tax	110,431.94
Special county tax	386,576.95
Appropriated by towns and cities	153,215.00
From all other sources ..	95,997.54

Total

\$2,562,641.57

Rural School House.	
Amount donated by the State for the purpose of repairing and erecting school houses from March 2, 1907, to October 1, 1909,	\$ 119,359.00
Amount expended locally in order to secure this aid from State	320,000.00

Total	\$ 439,359.00
Number of school houses repaired from March 2, 1907, to October 1, 1909,	24
Number of school houses erected from March 2, 1907, to October 1, 1909,	46

Total	70
Enumeration—white, 381,460; colored, 305,938; total, 687,398.	
Enrollment—White, 271,910; colored, 138,316; total, 405,226.	
Average Attendance—White, 176,711; colored, 87,730; total, 264,448.	
Schools Taught—White, 4,360; Colored, 1,880; total, 6,240.	
Graded Schools—White, 1,190; colored, 257; total, 1,447.	

Teachers Employed—White males, 2,163; white females, 3,984; total, 6,147.	
colored males, 740; colored females, 1,395; total, 2,135.	
Schools Continuing Five Months or More—White, 3,995; colored, 1,065; total, 5,060.	

Average Length of Term, Days—White, 128; colored, 92.	
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Public and Private High Schools in Alabama:—	
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County high schools with four years' course of study, 26.	
District agricultural schools with four years of study, 9.	
Private high schools with four years course of study, 11.	
City and town high schools with four years' course of study, 25.	
Town and city high schools with three years' course of study, 16.	
Town high schools with two years' course of study, 3.	
Total, 93.	

Total number of teachers employed in the above schools, 345.	
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Number holding college degrees, 184.	
Number of normal school graduates, 55.	

Number showing two years of college training, 55.	
Number not having attended any college, 51.	

Total number of colleges, universities and normal schools represented by the teachers in the high schools of Alabama, 70.	
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Number of high schools having separate buildings, 49.	
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Number of high schools offering two years of French or German, 52.	
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Number of high schools' laboratories (mostly only partially equipped), 20.	
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Number of private high schools offering two years of French or German, 10.	
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Total enrollment in the above named high schools 6,991	
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CITY TEACHERS ARE UNDERPAID

Board of Education Make
Statement.

SCHOOLS HAVE NOT SUFFERED

Low Per Capita Rate Is Ex-
plained.

TABULATION OF NEW SCHOOL
CENSUS HAS BEEN ALMOST
COMPLETED AND WILL
SHOW APPRECIABLE IN-
CREASE OVER 1908.

"Teachers in the public schools of the city of Montgomery are under paid."

Such is the statement made by the board of education of Montgomery made Tuesday in explaining the statement from the Census Bureau that Montgomery paid the lowest per capita amount in the education of her school children.

"So far as the City of Montgomery is concerned," said a member of the board Tuesday afternoon, "the explanation given in the press despatches from Washington under date of July 27 is correct. That is to say, the total net amount appropriated by the city, not including funds received from the state apportionment and poll tax, divided by the total population, amounts to \$1.63 per capita."

"The City Council has never failed to appropriate to the school department the full budget asked for by the board of education. However, the board, in view of the limited revenues of the city, has always been exceedingly conservative in the amounts asked for to meet the expenses of the school department."

"While the board has economized perhaps too rigidly in fixing the salaries of teachers, it is the opinion of the board that the schools have suffered in no other way, and that the schools of Montgomery, as compared with the schools of other cities of corresponding size, have attained equally as good results in the education of children and in the training of them for citizenship."

The report sent out from Washington on July 27 was prepared by the Census Bureau, and covered all cities of more than 30,000 population, of which there are 158. The average per capita total population, expenditure for schools was shown to be \$1.70. The

report stated that Salt Lake City paid the most per capita, namely, \$8.18, and that Montgomery the least at \$1.63.

Miss Zelma Rogers, a teacher in the Highland Park school, has submitted her resignation to the Board of Education of Montgomery. The resignation was accepted at a meeting of the City Board of Education held Tuesday at noon in the office of the President, Dr. D. J. Baldwin.

The vacancy in the faculty of the Highland Park school was not filled at the Tuesday meeting. A new teacher will be elected at the next meeting of the Board which is set for Friday noon. The Board at Tuesday's meeting devoted itself almost exclusively to financial matters connected with the city schools.

It was reported that the tabulation of the school census had been almost completed. This census, it is understood, will show an appreciable increase in the number of school children in Montgomery over that shown in the school census of two years ago.

Dr. Baldwin, president of the Board, came down from his summer home at Verbena to attend the meeting of the board.

FACTS REGARDING NEGRO SCHOOLS

It is important that the people in this country know the facts in regard to Negro education. In one county in the state of South Carolina, where the exact details have been secured, the condition of Negro schools for last year was as follows:

District No. 1 two colored schools term lengthened two schools, 3 months at \$15.50 a month.

District No. 2 three schools given three months at \$20.00 a month.

District No. 3 two schools given three months at \$20.00 a month.

District No. 4 one school given two months at \$17.50 a month.

District No. 5 three schools given two months at \$17.50 a month, one 1 month at \$17.50 a month.

District No. 6 one school given four months at \$20.00 a month.

District No. 7 one school given three months at \$25.00 a month.

District No. 8 one school given three months at \$18.00 a month, one 1 month at \$25.00 a month.

District No. 9 one school given two and one-half months at \$15.50 a month.

District No. 10 one school given three months at \$22.00 a month.

District No. 11 two schools given three months at \$25.00 a month.

District No. 12 two schools given one and one-half months at \$20.00 a month.

District No. 13 one school given two months at \$20.00 a month.

District No. 14 one school given three and one-half

months at \$20.00 a month, one 3-month at \$25.00 a month.

District No. 15 one school given three months at \$20.00 a month.

District No. 16 one school given three months at \$20.00 a month.

District No. 17 one school given two and one-half months at \$20.00 a month.

District No. 18 one school given two and one-half months at \$20.00 a month.

District No. 19 one school given two and one-half months at \$20.00 a month.

District No. 20 one school given one and one-half months at \$15.00 a month, one 3 month at \$17.50 a month.

Under these circumstances, the people will see that it is folly to expect the Negro children to remove their ignorance, without more assistance either from the state or some other source. A. N. Jackson

Expended For	1903-04	1904-05	1905-06	1906-07	1907-08	1908-09	1909-10	1910-11
Public Schools	\$1,197,855.88	\$1,124,781.60	\$1,228,393.07	\$1,253,824.90	\$1,577,416.02	\$1,830,211.10	\$2,023,473.07	\$2,063,426.20
Rural School Houses				27,302.00	38,291.89	47,967.50	61,831.53	126,861.33
County High Schools					5,990.00	52,010.00	62,500.00	66,000.00
Normal Schools	54,500.00	54,500.00	54,500.00	54,500.00	74,500.00	73,500.00	72,500.00	73,500.00
District Institutes					1,200.00	1,200.00	1,200.00	1,200.00
Dist. Agric. Schools	22,500.00	22,500.00	22,500.00	22,500.00	40,500.00	40,500.00	40,500.00	40,500.00
Total	\$1,184,855.88	\$1,201,781.60	\$1,305,293.07	\$1,358,126.90	\$1,737,907.91	\$2,064,388.40	\$2,259,004.62	\$2,387,487.71
University Maintenance	36,000.00	36,000.00	27,000.00	31,000.00	66,000.00	71,000.00	80,000.00	87,000.00
University Buildings				26,253.25	128,746.80	165,000.00	100,000.00	25,000.00
Auburn Maintenance	44,051.42	43,063.66	49,852.41	17,648.83	52,280.00	57,280.00	58,280.00	60,280.00
Auburn Buildings				11,100.00	91,596.43	63,803.57	56,500.00	
Montevilla Maintenance	25,000.00	25,000.00	25,000.00	38,000.00	26,000.00	50,987.23	47,084.73	56,000.00
Montevilla Bldgs				21,300.00	153,370.28	28,127.02		
East Lake Maintenance	8,000.00	8,000.00	8,000.00	13,200.00	14,075.00	18,725.00	19,700.00	18,000.00
East Lake Buildings				4,434.00	49,046.00			
Total Ed. Expenditures	\$1,297,907.31	\$1,315,845.20	\$1,415,245.48	\$1,550,988.704	\$2,182,122.37	\$2,501,411.28	\$2,618,569.35	\$2,597,767.71
School D. & B. Maint.	67,182.50	70,920.00	71,897.50	71,322.50	79,334.82	86,305.08	72,567.50	70,862.50
Insane Hospital Maint.	121,444.50	208,422.50	219,700.00	229,807.50	233,060.50	316,101.50	344,662.50	325,947.70
Pensions	337,222.15	462,620.00	462,924.63	481,121.40	783,275.25	846,088.45	891,089.73	875,000.00
Grand Total	\$1,893,756.46	\$2,067,507.70	\$2,169,707.61	\$2,351,235.10	\$3,429,848.44	\$3,749,506.31	\$3,896,909.16	\$3,880,577.91

Common schools, Condition of

1-28-

Stud

Even the white schools there do not run so long as you would expect. South Carolina in that respect is perhaps in about as poor a condition as almost any of the other states. The average expenditure for white children in that state is about ten dollars and eighty cents a year, just as much as Northern States like New York, or some of the New England states, and the expenditure for colored children is about half as much.

idea as to the trend in that particular commonwealth.

There are some communities, however, in which we are getting better buildings from public funds. There have been a few marked instances in this direction during the past year; for instance, in St. Louis, they have just gone into an excellent new five-hundred-thousand-dollar building for high-school purposes. Five hundred thousand dollars covered the building and equipment, perhaps the finest high-school building that the eyes of people have anywhere in the country.

Right here in your own state, in Birmingham, you know they have added a new forty-thousand-dollar building. Last year, I was in Little Rock, Arkansas, and had the pleasure of visiting a handsome new high-school building that cost fifty thousand dollars, and as you go out into the South-west, into Texas, there are a number of such instances. In some of the smaller towns there is probably greater progress being made in the Southeastern states than in the larger cities. In quite a number of instances, I have found exceptionally good new buildings being put up for the colored people. In Sumter, South Carolina, the very state I have been talking about, and yet there they have added within the last year or eighteen months a very excellent new six-room building with a fine auditorium.

In some cases in the country districts, the most noted instance I know of in this respect is in the county about the city of Norfolk in Virginia where they have built in the last year or two, three or four hundred some brick buildings at a cost of about nine thousand dollars each. A number of smaller schools have been consolidated, and

brought into these central schools, and an excellent graded system is in effect there. All of these things may be of interest to you.

CITY SCHOOLS BEGIN STUDY

TOTAL ENROLLMENT ON FIRST DAY IS OVER 4,000.

Of This Number 2,559 Are White Children—Health of Students Will Be Carefully Watched.

The total enrollment in the public schools of Montgomery on the opening day was 4,182. With this number of students evenly divided among the fourteen schools, all children have been comfortably placed. While it is probable that at least 500 more pupils will be enrolled before the close of the first school month, it is not believed that any of the buildings will be over-taxed. Provision has been made for several hundred additional pupils by the completion of the Sidney Lanier High School, and the conversion of the old High School building into an elementary school.

According to reports rendered Tuesday to Superintendent Charles L. Floyd by the various principals there were enrolled on Monday 2,559 white pupils and 1,613 negroes, distributed among the white and negro schools as follows:

White Schools—Sidney Lanier High School, 400; Lawrence Street Grammar School, the old Girls High School, 267; Bellinger Hill School, 245; Capitol Hill School, 298; Cottage Hill School, 278; Decatur Street School, 272; Sayre Street School, 351; Hunt Street School, 27; Highland Park School, 265; West End School, 166. Total, 2,569.

Negro Schools—Cemetery Hill School, 319; Day Street School, 559; Swayne School, 650; Vesuvius School, 85. Total, 1,613.

Superintendent Floyd stated Tuesday afternoon that the various classes have been organized, and that everything appears to be in the best of shape for the real opening of the 1910-1911 term of the city schools. He stated that the pupils have had comparatively little trouble in securing the required books, and that there had been little or no confusion from any source. He also declared that matters are now in such shape that pupils who may enter late will be easily handled, and that there will be no trouble in giving them the proper examinations.

It is stated that the Board of Education will have Medical Inspector Dr. C. T. Pollard visit the schools as rapidly as possible and make such physical examinations as are necessary. Health conditions in the city schools will be closely watched this term in order that no contagious disease may be permitted to make an inroad. If a pupil is reported absent from his class for any period of undue length a physician's certificate will be necessary for re-entrance.

South Journal 10-1-10
"There are over two thousand colored children in this city who are crowded out of school. In my mind it is cheaper to pay teachers to instruct them than in after years to pay for police and jails to punish them."

This short, pointed and yet all important excerpt from the speech of the president of the board of education of the largest and most progressive city in

Georgia is a clear and most striking example of the general educational status of affairs in almost every city and town in the southern states.

Here we have the unrestricted statement of a man whose experience in this line is unlimited and invaluable and who has made a careful and thorough study of this perplexing condition. Throughout this sunny southland of ours a similar lack of educational facilities for Negro children prevails. This indeed unfortunate that such should be the case and yet what is more to be deplored is the fact that while there are many leaders of thought and men of high public standing who hold like views, yet there are but few who have taken such a bold stand.

Encompassed in this little sentence is the very essence of truth itself. Education has but one and the same effect upon the Negro as upon all other races. It has been the foundation upon which the caucasion has for years so magnificently built and upon which he has risen to heights of greatness. It has been the prop in his civilization that has raised him above the shoulders of other peoples and which has allowed him to sit undisturbed, unmolested upon a seat of vantage. In short it has been the mainstay of every upward move of civilization and must ever be such. Mr. Luther Z. Rosser, having a true and genuine interest in humanity, realizes that, even as it has helped the proud race to which he belongs, so will it help and prove the salvation of the Negro race. It will make the Negro youth a better and more useful citizen and will teach him to respect not fear the laws.

HOBSON'S EDUCATIONAL LETTER IS CHALLENGED

Political Move Seen in Congressman's Open Communication.

INJURY TO ALABAMA

Assertion by Captain That State is Below All Others in Point of Common School Facilities Is Declared Absolutely Inaccurate and Misleading.

The recent statement of Congressman Richmond Pearson Hobson charging that Alabama is lowest in the list of States in point of education, has caused no small amount of criticism by the friends of education in Alabama.

Men high in the educational affairs of the State assert that his statements are misleading, his figures inaccurate, and the entire article sent broadcast through the country, point-

ing to Alabama as the home of ignorance, ill-timed.

These same men declare that the statement of the Sixth District Congressman is a political move to make him the leader of a movement for which they have worked for fifteen years and which is now ripe for success.

Assertion Is Inaccurate.

The assertion of Hobson that "under our present system, Alabama has dropped to a class by herself below the bottom of the States" is absolutely inaccurate, they maintain.

The claim is not made that educational conditions in Alabama are perfect and there is not a great work of reform and progress to be accomplished. The leaders in the educational movement, however, maintain that the gravest injustice has been done by Captain Hobson by holding up Alabama to persons, who might be seeking homes in the State, as a land populated by people of the densest ignorance.

The entire State appropriation for the support of the common public schools is about \$2,000,000 annually. Under the constitutional apportionment, on a per capita basis, each child of school age received, during the year \$2.59 for educational purposes. Approximately one-third of the children of school age in the State do not attend school, and the per capita amount is thus largely raised, making the State appropriation for each school child about \$4.

Last year the amount raised by counties and expended for educational purposes was \$446,000, while \$284,000 was expended by towns and cities, thus greatly raising the general average.

Hobson's Words Questioned.

In direct conflict to Captain Hobson's statement, the official report issued by the Commissioner of Education at Washington, covering the school year 1908 shows that Alabama is in third place from the bottom in the list of States arranged in the order which their taxes raised locally bear to the whole revenue of the State for school purposes. Both Louisiana and Mississippi raised a smaller per centage.

In the per centage of illiterates among the white male adults, five States made a poorer showing than Alabama. These States are: New Mexico, North Carolina, Louisiana, Kentucky and Tennessee.

On the relative amount expended for public schools on every \$100 of true valuation of all real and personal property, Nevada and New Mexico make a worse showing than Alabama.

Looking at the amount of money expended per capita of total population both South Carolina and Mississippi are below Alabama.

Only in the average number of days' attendance for every child within school age, is Alabama absolutely last.

Local Tax Is Needed.

The leaders, like Captain Hobson, maintain that the cause of Alabama's poor showing is the lack of constitutional authority for the levying of a reasonable tax on the property in a school district for the purpose of supplementing the State appropriation for education.

Every State in the Union save Alabama and Tennessee has this right. The leaders of the educational forces in the State have for years been

working up public sentiment for a constitutional amendment for this purpose and they considered the time ripe for presenting the proposition to the session of the Legislature about to convene.

They maintain that they have every hope of making the issue a successful one and that it is to be identified with this successful movement as a leader—that Captain Hobson made, what they think an ill-timed attack on his native State.

TAXATION FOR SCHOOL PURPOSES IS DESIRED

Gunnels Would Have Compulsory Education In Alabama.

AMENDMENT IS SUGGESTED

Report of Superintendent of Education

Submitted to Governor Contains Exhaustive Study of Local Conditions

—Attendance of Pupils Is Given Detail.

The submission of an amendment to allow local taxation by districts for school purposes; to provide in some way for competent and systematic supervision of rural schools; the passage of a law compelling the parent or guardian to send his child to school when the State has prepared a school for him to attend.

These are the three recommendations on which Superintendent of Education Harry Gunnels lays emphasis in his annual report to the Governor issued Friday.

The report is an exhaustive study of educational conditions in Alabama. The school census shows that there are 687,374 persons of school age in the State, an increase of about 4 per cent. in the past two years.

The total enrollment of the school population appears to have been about 76 per cent. among the whites and 48 per cent. among the negroes, an increase of 7 per cent. over last year.

Increase in Attendance.

The figures showing the average attendance for the year show an increase of 8 per cent. over 1908. The average length of terms this year was 131 days, an increase of three days over last year for the white schools, but the negro schools averaged but ninety days, a decrease of eight days. So far as the Superintendent of Education is aware there is no reason for the shortening of the terms in the negro schools.

Referring only to the common public schools, the number of schools taught shows an increase of 1 per cent. over last year and 5 per cent. over the year before. The total number of public schools maintained during the past year was 6,389. Of these schools 1,376 for whites and 284 for negroes were graded schools, a gratifying increase

over the previous years as the educational department considers that more efficient work is done in a school using the grade system than in an ungraded school.

Last year Alabama employed in the public schools of the State 6,434 white teachers and 2,243 negroes. The number of white male teachers employed shows an increase of 5 per cent. over the preceding year and the white female teachers increased 4 per cent. The number of negro male teachers employed shows a falling off of 2 per cent., but the negro female teachers increased 10 per cent.

According to the report one of the gratifying features of the school administration was the continued struggle on the part of the teaching force to equip themselves for more efficient work. Two thousand one hundred teachers are shown to have attended training schools, most of them doing this within the borders of the State, while numbers went for limited courses at the great universities of the North and East.

The salaries of the teachers in the past year are only slightly increased for both white and negro over the two preceding years. "Every thinking person," says Major Gunnels, "wonders how these men and women maintain the standard of dress required of teachers, meet other necessary expenses and at the same time put aside a pittance annually for an accumulation to be used in old age, when their services will not be wanted. The average teacher, according to the figures in this report, and they represent substantially the facts, was employed six and one-half months, earning as a salary less money than is received from a few bales of cotton, which can be produced by any negro who cannot even write his name, and yet some people wonder why large numbers of strong men and women do not rush into the profession of teaching.

"It may be said that more than half of the teachers now employed have entered the work as a stepping stone to some other profession. That is probably true and until such time as the workers in this field are recognized with adequate salaries the same conditions will continue to prevail."

Gratifying School Building.

During the past several years the building of school houses throughout the State has been perhaps the most gratifying feature of the work. The report shows a valuation of public school houses for the white children of \$5,198,000, as compared with \$4,217,000 a year ago. The public school houses owned by the negroes are now valued at \$432,000 as against \$375,000 of a year ago. The buildings are of an improved type and are furnished on a better scale. A marked advance is also shown in the number of school libraries.

The report also gives an account of the work of the various State institutions and concludes with a generous expression of thanks to both the Governor and the educational office force.

CONFERENCE OF NEGRO
COLLEGE PRESIDENTS

Meeting at Atlanta University At
tended by Many Distinguished
Educators—State Colleges

Recommended.

6-12-10

Fourteen colleges were represented at the recent conference of Negro college presidents held at Atlanta (Ga.) university. There were also present representatives of the American Baptist Home Mission society, the American Missionary association, the Freedman's Aid society, the John F. Slater fund and the Jeanes fund.

Among those present were Dr. James H. Dillard, formerly of Tulane university, but now general agent of the Slater and Jeanes funds; President Gates of Fisk university; President Dunton of Claflin; President Kumler of Walden; Chairman T. G. Stewart, U. S. A., retired of Wilberforce; Dean L. B. Moore of Howard; President Croghan of Clark and Dr. George Sale of the Baptist Home Mission society.

The representatives held three sessions and discussed the need and supply of colleges, the curriculum and the financial support of colleges. The sessions were of unusual interest and value, and the conference concluded with the following statement:

First.—There is an increased and pressing demand for college trained Negroes.

Second.—The Negro graduates are at present, with very few exceptions, usefully and creditably employed.

Third.—The courses of study in these colleges do not call for any peculiar modification, but should, on the whole, conform to the general type of curriculum designed for the preparation of broadly educated men to take their places in modern civilization.

Fourth.—There should be at least one college for Negro students in each state, liberally endowed.

Fifth.—There should be every effort toward co-operation between colleges in the same locality, to avoid unnecessary duplication of work.

Sixth.—Negro public high schools are greatly needed in the south.

Seventh.—We believe in perfect honesty in living up to catalogue requirements of admission.

Eighth.—The amount of Greek and Latin in colleges should be gradually reduced.

Ninth.—The time given to natural science, English, history and sociology should be increased.

Tenth.—We believe that vocational training is a pressing need of Negroes, but that it should be preceded and accompanied by as much cultural training as is practicable.

Education-1910

Educational Engineers

BY PRINCIPAL BOOKER T. WASHINGTON, IN
THE OUTLOOK, NEW YORK, JUNE 4, 1910

Our modern civilization has brought forth many kinds of engineers: civil engineers, mining engineers, electrical engineers, etc. I am writing concerning the importance of training educational or school engineers. There is a definite and distinct work that can be done by such engineers which is not being done or at least is not being done as thoroughly and as systematically as it should be. Let me illustrate.

In the average community, in spite of all that has been said and written on the subject, there is still little real connection between what is done in the school-room and the life of the surrounding community. This is largely true whether the school is a city school, a country school, a high school, academy or college; but the average country school is, it seems to me, in a worse plight in this respect than any of the others mentioned.

There are few sights more pathetic in purely rural districts than the ordinary country school-house. Usually it is a little, lonesome building, stiff and unattractive in architecture, standing out in some old field, having not a single thing, either in its location, its outward appearance, or the work that goes on inside it, that indicates any connection whatever with the daily life of the people by whom it is surrounded. The very style and appearance of such a school building suggests a separation between school life and actual life that ought not to exist.

There is no earthly reason why a country school-house, in location, appearance, or any other respect, should be very different, inside or out, from the average farmer's cottage. In fact, there is no reason why a country school should not have both the appearance and the character of a model country home. My notion of a country school is a vine-covered cottage in the middle of a garden, with fruit and flowers and vegetables growing all about it. It should have a stable attached, with horses, cows, chickens, a good well, plenty of hay and fodder, and a little repair shop connected with the barn, where boys might learn something of the trades that are necessary for a farmer to know. Inside the school there should be, in addition to the assembly-room, a kitchen, a dining-room, and bedroom, where the children might learn to cook their own dinners, wash dishes, set the table, and make the beds and take care of the home. In such a school as I have in mind, also, the teaching of the book should connect it directly with the interests and problems of the locality. If the school is in a community where dairying is prominent, there should be a vital connection between dairying and what is done in the school-room; if in a grape-raising, coal-mining, cotton-raising, manufacturing, or a potato-producing community, the same

kind of connection should be brought about in the school-room and the community.

The work of the school engineer, as I conceive it, should be to go into a community or a county, make a study of the ordinary normal activities and interests of that community or that county, and then set to work directing and helping the teacher and the school authorities to reconstruct conditions inside and outside of the school in accordance with some plan which would make that school of the greatest possible use to the community in which it is located. The school in a farming community should get its arithmetic problems from the farm. The reading lessons, the grammar lessons, the lessons in history and science, should be ordered, arranged, and taught from the point of view of the farmer, with a view to enlarging, enriching, and improving, not merely the farms, but the homes and country life generally.

A model country school should be the center, not merely of the intellectual life of the countryside, but of all the efforts that are now being made by the county, State, and National governments to improve farming conditions. It should maintain, when possible, in connection with the school, a little experiment station and laboratory where new methods could be publicly demonstrated and tried out. It should maintain a library. It should provide lectures on subjects of special interest to the community; it should maintain a school bank and teach the art of saving and investing money, and constantly strive in every way to widen the circle of its light and its influence among the people.

While much of the work I have suggested has been attempted in various parts of the country, I believe there is a very positive advantage in having an expert school engineer, who could come in from the outside, look over the whole situation, draw plans, if necessary, that would harmonize conflicting interests and establish a definite policy by which the work of the school might be directed during a series of years.

Much good would come, I am sure, from the suggestions which such an expert could make in so simple a matter as laying out the school grounds, or the choice and use of books in a rural school library.

While the suggestions I have made apply to the average country schools in other parts of the country, I have in mind especially the needs of the Negro country and schools in the Southern States.

My experience and observation of Negro schools in the South have taught that in the simple arrangement of picture great educational work could be done. Many teachers do not know how to hang pictures, do not know a good picture from a bad one. The average teacher, left to himself, does not appreciate to what extent it is possible and necessary to insist upon cleanliness and system and order in schools. Some of our schools have struggled so hard merely to exist that they

have lost sight of the high standards they started out with, and have come to believe that the disorder in which they carry on their work is inevitable and must be endured.

A school engineer, such as I have described, could go in such a community and such a school and totally change in a few weeks the condition of things in this respect. He could bring about a helpful relation between parents and teacher, something which does not exist in the average school community. He could, in a short time, by means of his work in the schools and his talks to the people, materially change public sentiment in that community, and often bring to a neglected school the support that is needed to make its work effective.

I speak with the more confidence in regard to the rural Negro schools because I have seen during the past few years what has been accomplished by our own graduates in some of the rural schools in the neighborhood of Tuskegee Institute.

One thing that has particularly interested me has been the progress that has been made by the teachers in the use of paint and whitewash. I can remember when there was not a foot of whitewash or paint either on the school building or any of the miles around our Institute, and I would have thought it quite improper to suggest to his students the value of whitewash in keeping their homes in a neat, cleanly and healthful condition. I have

seen the same communities so completely changed through newer ideas of education to which I have referred that nearly every house is now either whitewashed or painted. In some cases this was brought about by the teacher in this way: In the lessons in mathematics a pupil would first be required to measure the number of square feet in his own home and calculate the cost of whitewashing. Then, a few days later, this same pupil would, perhaps, be asked to write an essay on the value of whitewashing in beautifying the appearance of a house. The teacher found, also, that the students could write compositions that would mean something and that would be of living interest on the "Methods of Whitewashing and Results of Whitewashing." In this way an interest was awakened in the matter of whitewashing, and, when the results began to show themselves in the appearance of the school and the homes of the school-children, the parents began to feel that the school had a living, vital interest in them, and to realize what they had never understood before—that the school had some relation to the needs of ordinary daily life.

There is a real place, then, I repeat, for the school engineer, and I hope that a

~~Livingston~~
East End School for Negroes

The board of education has the courage of its convictions, and a school for negro children, long overdue, is to be built on Thirty-fourth street, within reach of many negro pupils. It will be built to accommodate 1200 children.

Too much praise cannot be awarded to President John L. Parker and his associates for this tardy act of justice. Ever since a negro school was burned on the North Highlands there has been a distressing lack of school accommodations in this city for negro children. The new school will lessen the demand on their part for seats in the public schools, but it will by no means afford every colored child a chance to secure the rudiments of an education—to learn, in other words, to read, write and cipher. Other schools will be built, however, and the one on Thirty-fourth street is a big step toward justice to the negro children in the city, every one of whom would learn to read and write if seats in the public schools were supplied. It is among them almost a mania, and it should be met and gratified. No child of any color or any race should lack an opportunity in this city to learn to read and write.

Race Question Solution
9-17-10

Beverly, August 27—President William Howard Taft attended at the home of Mrs. Robert S. Winch at Prides Crossing yesterday afternoon a meeting of the board of trustees of Hampden Institute and delivered an address on Negro education. The President especially pleaded for more liberal financial assistance for schools like Hampden, Fiskee and their offspring. In his address to the Hampden trustees President Taft said:

"I am not a millionaire and I have never had the feelings of one, but sometimes one's imagination takes life and you wonder what you would do if you had an income of five or ten millions a year and had the ordinary feelings of a man who wished to help his fellowmen. It seems to me that one would like about first to find those things to which he could be certain he might give his money and get a return of good to human kind, and in looking about I am very sure

"I do not like to go into politics or to discuss the facts, but I do believe that the present situation in the South is one full of hope for the solution of the Negro question. Race politics is largely out of it, and now the Southern white man, and the Northern white man, and the Southern Negro, and the Northern Negro, are all uniting in this movement to teach the ten million Negroes how to support themselves, how to support the community in which they live, and when their value in the community is demonstrated, as it is being demonstrated, the race question will have its solution."

"No one can read the lectures that Booker Washington has delivered to his own people."

ple without realizing that he is one of the greatest men of this century, and that he dares tell them the truth in order that they may begin to build up their lives on a sure foundation."

Negro Public Schools

AN OPEN LETTER FROM BOOKER T. WASHINGTON
TO THE TUSKEGEE INSTITUTE: AN AP-
PEAL FOR THE NEGRO CHILD

Through the medium of your valued newspaper I desire to say a word to the colored people regarding the importance of good public schools. It has been some months since I have had anything to say on this important subject. I wish to repeat what I have tried to emphasize from time to time, that there are few, if any subjects, which are of more vital and far-reaching importance to the masses of our race in the South at the present time than that of building up a good public school system.

Only a very small percent of our people ever go to a large boarding school, or any kind of college, or industrial school, for their education. The masses must depend upon the public school in their neighborhood for whatever education they get. If the public school is a failure, the masses grow up in ignorance, and so I am making this direct appeal to every minister, teacher, and business man and woman throughout the South to take a personal and deep interest in the condition of the Negro public schools.

First of all, we should bear in mind that we are American citizens and that we should have our rightful share of the public school fund. Where we are not getting our just share of the public school fund, direct appeal should be made to the public school authorities for a more just distribution of the public school funds. This kind of appeal should be repeated again and again until we do receive our just share. We should not give up or stand still, in cases where the public school authorities are unwilling or unable to give more money. It will be no excuse to the future generation of children, if they grow up in ignorance to tell them that they might have been educated, if the public school authorities had done their duty.

In travelling through the South, I have observed that wherever a good public school house is provided, in most cases, the result is, that that community will have good teacher and a school term of respectable length.

I advise then, that every community to work to secure either through the public fund or from private gifts in that community a good public school building. In many cases, where people are not able to give money toward the erection of a good

schoolhouse, they can give the use of their teams to haul lumber, or they can give material, or give without charge so many days' work each week, but in some way, every community that is now without a comfortable schoolhouse should set to work to secure one.

In many cases, the schoolhouses in which the children are taught are not fit for pigs to live in. The roofs leak, the floors are full of holes, there is no stove, and in many cases, the benches and other furniture are so rude and worthless that it is impossible for teacher and children to stay in such houses without being in continual misery.

support three little weak schools, with 100 different teachers, representing so many

church denominations, when the people & the community should have one, good strong public school, regardless of denomination. In some cases there are three, little public schools lasting only three months in the year, when, if the people were united they might have one good public school lasting seven or eight months in the year. In public school education, there is no Baptist Arithmetic, or Methodist Arithmetic, or anything of the kind. What the people want are good, sensible, moral, upright, Christian teachers, regardless of the church to which they belong.

There are other matters in connection with the public schools of the South, to which I shall hope to call attention soon through another letter.

Signed: BOOKER T. WASHINGTON,
Tuskegee Institute, Alabama.

December 5, 1949
STOP THIS CLASS OF TALK.

The educators of Alabama, who are blessed with good common sense and there are plenty of them, and who sincerely want to see the public school system of the State benefited and advanced would do well to ask Prof. D. R. Murphey, Chairman of the Executive Committee of the Alabama Educational Association, to put the soft pedal on himself in his speech at Anniston, which has been given with verbiage. He has done the cause of local taxation more harm, than any enemy could possibly do it.

The friends of the movement to secure local taxation by districts have been hampered, by intemperate attacks both from Congressman Richard B. Hubson, and by the uncalculated and unjustified attacks on the good name of Alabama by Professor Murdock. The true friends of education in Alabama, the men who have been carrying the burden of the uncalculated and uniformly successful fight for twelve years, today realize that unopposed friends of their cause are doing more harm than any opponent of their work.

The loss of confidence in the propaganda for state de prohibition was due more to the intemperate and violent utterance of its reckless advocates than to the effects of its opponents. If opposition to Alabama's present advance to higher and better things in education, is inspired, it will be by such ill considered and reckless utterances as those of Professor Murphy. Blackening the good name of Alabama is absolutely inexcusable.

His quoted remarks have the ring
and the temper of the Northern abolition

tionists who forced a bloody war to correct an evil which would have been corrected without disaster and without bloodshed, if justice and charity had been given the opportunity and the time to work out their plans. When he talks about Alabama and Alabama conditions, he seems to take his cue from the abolitionists who declared that the Federal Constitution was "A covenant with death and an agreement with hell."

Here are some of the "arguments" by which Professor Marney hopes to persuade a patriotic Legislature, made up of Alabamians proud of their state, to his way of thinking.

Speaking on the subject of Alabama's educational needs, H. Murphy, Chairman of the Executive Committee of the Alabama Educational Association and Superintendent of the Anniston public schools, condemned the new constitution of this State as "a millstone about the neck of the State that must eventually sink her into the sea of ignorance, a solemn compact entered into by the people of the State to banish illiteracy; an absolute guarantee that Alabama's boys and girls shall have the most advanced education it is possible; and that they shall grow to manhood and womanhood without the opportunity to develop their individual powers of mind and body."

There is but one word to describe, the
tense, turgid body of this utter-
ance. It is reckless.

In the first place, the State of Alabama is doing amazingly well for cause of education. The State's progress in education for twelve years has been astonishing. Today it gives direct to the public schools system of Alabama more than half of its total income. Forty-seven Alabama counties are taxing themselves directly some way to help out this fund, under a provision of the constitution which Mr. Murphy termed "a covenant with illiteracy." All the cities and most of the towns of Alabama increase the State funds by large appropriations. Alabama has nothing to be ashamed of in its educational conditions. It has much to be proud of and The Advertiser takes pride in educational accomplishments and in educational advance.

While these facts before him, it becomes Professor Murphey who makes his living out of the educational paid by citizens of Alabama to ass the name of the State. What can have we to induce intelligent and able people from other States move into Alabama when a teacher like the standing of Professor Murph ignores the State's splendid achieve

ments for education and declares that its constitution is "a mill stone about the neck of the State which must inevitably drag it down into the sea of ignorance."

The earnest and common sense school men had better reason with Congressman Holson and Professor Murphey. If they continue in their present course, they will arouse opposition where no opposition existed before. It is not necessary to besmirch the name of Alabama to secure reforms, and the man who starts out to assail the State's fair name is going to find opponents and opponents in plenty before he goes far.

Alabama does not need, it does not
 merit and it does not want this class
 of talk. Let's stop it now.

Editor Urges Race to Ac- cept the Suggestion of Booker T. Washington Ancient College Building.

At the meeting of the Negro college presidents held in Atlanta last spring the following statement was issued to the country:

First—There is an increased and pressing demand for college trained Negroes.

Second—The Negro graduates are at present, with very few exceptions usefully and creditably employed.

Third—The courses of study in these colleges do not call for any peculiar modification, but should, on the whole, conform to the general type of curriculum designed for the preparation of broadly educated men to take their places in modern civilization.

Fourth—There should be at least **one** college for Negro students in each State, liberally endowed.

Fifth—There should be every effort toward co-operation between colleges in the same locality, to avoid unnecessary duplication of work.

Sixth—Negro public high schools are greatly needed in the South.

Seventh—We believe in perfect honesty in living up to catalogue requirements of admission.

IX Eight—The amount of Greek and Latin in colleges should be gradually reduced.

Ninth—The time given to natural science, English, history and sociology should be increased.

Tenth—We believe that vocational training is a pressing need of Negroes, but that it should precede and

compaanted by as much cultural training as is practicable.

It is the third, eighth and ninth points with which we are most concerned. The loud and long call of the day is for men trained effectively for the largest possible social service, and in the case of the Negro, it is absolutely imperative that these venerable gentlemen differentiate between a college education and a liberal education. We would not be understood to say that there is need of a distinct type of Negro college. We would advocate the same kind of college for any other people similarly situated. We need to select as ideals those colleges which lay particular stress on social education, notably Wisconsin and Columbia. If this is done we do not need to have any particular brand of "Negro education." If we do not make the grievous error of confounding a college education with a liberal education; if we select the best ideal from among the oldest colleges of the country, then it will be wise to "conform to the general type of curriculum designed for the preparation of broadly educated men to take their places in modern civilization."

ol- A distinguished educator has re-
scently said:: "Colleges for whites
is-have, in general, made great progress
during the past generation. Negro

ed colleges, partly from lack of means, ed have advanced less. The process of breaking away from extreme clas-

ns. An examination of the latest catalogue of a well-known Negro college shows that in the preparatory and college

courses, leading to the A. B. degree, Greek, Latin, or mathematics are to be found as required subjects in seven out of the eight years. In the last two years of the preparatory school 84 per cent, and the first two years of the college course 52 per cent, on an average, of the time must be devoted

ast, this ancient trinity. There is no
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"No one wants to see Greek and Latin forbidden to the Negro any more than to the white student, but it is that to the great ma-

majority of both races, the study of the Negro is not worth while. We need

to remember that the value of a student is to be measured, not only by what gives us, but also by what it deprives.

ally us off. The Negro student often enters college relatively late. He has been handicapped by poor schools and

him by insisting that so large a portion of his time shall be devoted to

disqualifying culture is unfortunate. No white college of the first rank could today pursue such a course.

"The better class of Negro colleges were founded and have been maintained by high-minded, consecrated men. Association with these men has often been a most valuable feature of college life. We have no wish to belittle their splendid labors, but a new day has dawned. The social studies are coming to the front and are demanding more and more attention in our white institutions of learning. In all this progress, we do not wish to see the Negro left behind. We believe that every college, whether for Negro or white, should train its students effectively for the largest possible social service. This the curriculum of our grandfathers can not do."

It would seem, therefore, that the is little wisdom in handling words gingerly when the widest use of the Negro college is under discussion. We know that we are face to face with peculiar condition, and it takes peculiar measures to regulate that condition properly. There is no use treating the bumps on a man's face when his blood is disorderly. But that is exactly what we are doing when we offer to men a college training which wheedles them into the idea that they are being educated when they are simply playing around the edges of the stream of power. Let us get to the root of the matter.

The Negro college, if it would increase and maintain its efficiency, must know much of the Negro's social ills, and put forth efforts to relieve them. We know of some Negro colleges which seem to be surrounded by halos of academic glory outside which they dare not venture to gain intimate knowledge of their respective communities or relieve their ills.

One more point worthy of consideration in the discussion of the efficiency of the Negro college is that of the rigorous curricula. The Negro race is overloaded with cheap bachelors in arts and science, various kinds of academic doctors who handle the kindred English, either written or spoken with a carelessness which would not but for a moment be tolerated by the average Sophomore. The institution upon which many of us look with pride as "the college" or "the university" are often unworthy of being called a good high school. If so-called colleges could be projected by the various societies and denominations for the consolidation of the larger colleges in new and better institutions and for reduction of the smaller colleges to efficient high schools, much good might be accomplished thereby for the race. The tendency of the age is toward co-operation. We must eventually co-operate in education if we are to get the most

good out of the means at hand.

We need at least one good Negro college in the South as good as any institution in the country. There are several reasons for this, but the main reasons are the growing intolerance of the Negro in the Northern colleges; also, the North is beginning to think that if our leaders are always preaching the great material progress that the Negro is making, why the Negro ought to turn a considerable portion of this wealth toward his own education. Oberlin and Michigan, Harvard and Wisconsin still hold open their doors to Negroes, but it is with a spirit of mere endurance rather than hearty, sympathetic encouragement.

We ought to support one first-class college of our own. As long as we depend on some one else for help, we will be some one's "problems;" when we begin to help ourselves, we are the healing solution.

If we make up our minds to get this first-class, efficient institution, let us accept the suggestion put forth by Doctor Washington in a recent number of the New York Independent. Let us use Fisk or Howard as a nucleus and build about this a modern, efficient Negro college, second to none in the country.—H. S. Murphy, in Southern Ploughman.

Some Editorial Comment

ON DR. WASHINGTON'S ANNUAL REPORT
ON IMPROVING THE COLORED RACE

Between the negro and the white there has been less friction, fewer murders, fewer assaults, fewer lynchings, than ever before, and the negro has made advancement. This is due to the changes—prohibition, or temperance laws, and to the advance in the price of cotton—both of which tend to give him better returns for his labor and to make him a better laborer.

There is no question but that liquor is bad for the Indian and for the negro, and I myself believe that there is no exception—that it is bad for all.

In sections where the negro is largely in the majority the census report shows a decrease in wealth and population. In all sections, mineral and agricultural, where the whites predominate, the census shows an increase in wealth and population, thus evidencing the fact that the presence of the white race is necessary to the advancement of the negro.

As the price of cotton advances and we get better returns from farm lands and through a diversification of crops, no high price of cotton is maintained, there will be a greater disposition for the whites to go back to the farms. This will bring about better conditions among the negroes.

While the State expends large sums of money from the general tax fund on the education of the negro and the maintenance of rural schools for their benefit, there has been complaint that the negro of the Black Belt did not have adequate schools. In a measure this may be true, but it must be remembered that the negro schools greatly surpass the white schools in that section of the State. In the precinct where I was reared, near my father's old home, there is a negro school which had 166 pupils last year, while the white school in the same locality had only five pupils. The negroes take quite a bit of interest in the schools, and I trust much good will come from it.

We have the State Normal School at Montgomery with Professor Paterson at the head of it, with 1,003 pupils; the Tuskegee Normal and Industrial Institute with Booker T. Washington, principal, with 1,622 pupils; the Agricultural and Mechanical College at Normal, with Professor Buchanan, principal, with 312 pupils. All of these schools receive State aid and seem to be doing good and effective work. A small part of the money used by Booker Washington's school comes from the State, but the largest part of the expense is borne by donations received as the result of his personal energy. We have other negro schools under the control of religious denominations from the North, which we trust are doing good work. I do not agree with the claim that education of the negro is bad. I believe that as the mind is developed and expanded by education, no matter what the race and its previous condition, that every capacity is made better and every faculty improved. This statement is made regardless of many individual cases that may go to prove the contrary.

states of a spirit of hostility to the colored race and yet it must be admitted that much of that is due to the activity of that class of citizens who have the most competition with colored labor.

But whatever may be the various factors which enter into the whole situation in the friction existing on the subject, it is certain that every census report reveals the steady growth of the colored race in accumulation of property, in extension of industrial training and in the spread of general culture.

It is of course the great argument in behalf of the colored race and the strongest plea for considerate treatment, that in spite of much of the intolerance and of plain lack of thrift, there is also a steadily developing spirit of enterprise especially in agriculture and in textile working, which promises excellent results not only today but increases much so in the future. Editorial: Buffalo New York Times

Washington is doing for the Negro, and its uplifting influence is felt wherever the Negro exists and an inspiration to the civilized world.—Editorial: Terre Haute, Ind., Tribune.

TUSKEGEE PROGRESS

Dr. Washington, the head of Tuskegee Institute asks that certain features of his annual report be made the subject of newspaper comment, though the report has been in print for several months. His report is notable for one thing more than for any other, and that is the growth of the Negro race in the direction of self-help.

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We have the State Normal School at Montgomery with Professor Patterson at the head of it, with 1,003 pupils; the Tuskegee Normal and Industrial Institute with Booker T. Washington, principal, with 1,622 pupils; the Agricultural and Mechanical College at Normal, with Professor Buchanan, principal, with 312 pupils. All of these schools receive State aid and seem to be doing good and effective work. A small part of the money used by Booker Washington's school comes from the State, but the largest part of the expense is borne by donations received as the result of his personal energy. We have other negro schools under the control of religious denominations from the North, which we agree with the claim that education of the negro is bad. I believe that as the mind is developed and expanded by education, no matter what the race and its previous condition, that every capacity is made better and every faculty improved. This statement is made regardless of many individual cases that may go to prove the contrary.

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The work being done at the Tuskegee Normal and Industrial Institute at Tuskegee, Alabama, of which the foremost member of the colored race, Booker T. Washington, is the head, is succinctly set forth in the report recently issued by the Principal. It is a significant fact that is shown in this report that \$14,457.25 has been paid by students themselves towards their education. This amount was paid in the past collegiate year and shows how much in earnest these members of the Negro race are to become educated and do their part in the uplifting of the Negro. Self-help toward gaining an education is one of the most potent factors in mastering the complex problems and intricacies of education, and its influences tend to make better citizenship in after life. The influence of his school in the outside world is but little appreciated by the average white citizen.

The National Negro Business League was accepted and born at this Institute and is the parent of 450 local business leagues scattered throughout the country. As an example of its far-reaching influence it may be mentioned that today there are fifty-two banks conducted by Negroes in the United States, which exercise a potent influence in helping colored people to settle down to a life of usefulness as well as giving to the white people of the various communities a confidence in the black man that he is capable of administering the affairs of the business world in a capable and comprehensive manner.

Aside from the good work accomplished by the normal department the industrial or farming branch has brought about a radical improvement in the general condition of many Negroes and there now exists a self-reliance among the Negro of the South that makes him a valuable citizen.

It is a magnificent work that Booker T. Washington is doing for the Negro, and its uplifting influence is felt wherever the Negro exists and an inspiration to the civilized world.—Editorial: Terre Haute, Ind., Tribune.

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Education - 1910

Industrial Schools. The Vocational Idea

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The two articles which follow relate respectively to the schools of Washington, District of Columbia, and those of Boston, Mass. It so happens that for years Tuskegee and Hampton have gone about their work conscious of the fact that their methods were those which are approved of later-day educational experts and with the further knowledge that in the end the trend of educational effort would undoubtedly be in the same direction. This opinion has been strengthened at Hampton and Tuskegee by educational experts of one kind and another from all parts of the United States, as well as from foreign countries, who have at one time or another visited the two schools and studied their methods.

Superintendent A. T. Stuart of the Washington (D. C.) Schools, unflinchingly grapples with this question and has made a number of recommendations which are summarized in the Washington Star which are calculated at least to make some of the followers of the old dry-as-dust systems of education sit up and take notice. The Washington Star in its report of an interview with Superintendent Stuart says:

From the talk Mr. Stuart had with a Star reporter today it is evident that the entering wedge of a new system of making boys ready to take up a job as soon as they leave school will be sharpened and inserted this year.

Instead of drilling fifty thousand pupils a year along purely academic lines, the start will be made along trade lines, or vocational lines, just as soon as Congress deals generously enough with the school appropriation.

PREPARING TO EARN LIVING

Boys who have to leave school at fourteen will, under this new schedule of teaching, be prepared to do more than wrap bundles in a department store or carry messages for a telegraph company.

It is the idea of Mr. Stuart to bring up a generation of boys who will be able to take the place of the men just as soon as the boys step from school.

Thousands of boys who will have to leave the public school before they reach the high school will, under this improved system, be fitted to take a mechanic's job, to step into a machinery plant or to find hand employment in some big enterprise where, instead of being the typical "always-in-the-way" style of apprentice, they will have a knowl-

edge of practical things in addition to the ordinary "three r's" style of book learning.

NOT ENOUGH CASH AVAILABLE

Thirty thousand dollars is needed to start this style of course this year. All the schools have at their disposal is \$17,500.

This is to go into the night schools, where a tremendous advance was made last year toward the very thing that Mr. Stuart wants to bring about. In the day classes every effort will be made to introduce the new vocational or trade training at the first minute possible.

It is evident now, also, that the commercial and business courses at the Business High School have become so nearly perfect and so attractive that there will have to be an annex course introduced in the Eastern High School this year, if it is possible to set apart from the appropriation a salary big enough to attract the right teacher. If the right teacher or teachers cannot be obtained, it is probable that no new course will be established.

BUSINESS ALUMNI HELPING

"The Business High School is the only school we have now from which a graduate may step immediately into a job," said Mr. Stuart today. "I believe it is true that every Business High School graduate who wants a job can get one."

"The alumni association of that school has conducted an employment bureau for some years, and takes mighty good pains that every one of the graduates gets his name before the business world in some way."

"These special schools are taking great prominence in the eyes of the educational world. The time is right at hand when they will be the big things in education."

"But the problem that is confronting us right now is the question of what to do for the boy or girl who wants to leave school before the high school. The average age of this kind is fourteen years."

TRADE TRAINING NEEDED

"For centuries these children have been trained in things which are academic. What I want to see is trade training in as great a degree as possible."

"I want to see them taught carpentering and wood-working, and such elements of mechanics as will make them able to live by their hands. The girls should know house-keeping and cooking, sewing and the like."

"The night schools which we ran last year on little or no money will be continued this year. That will be the entering wedge of this new training in trades. We have \$17,500 this year, although we ask for \$25,000."

"I believe that the night schools give the

greatest results for the money of all the schools. The people who go there attend the classes because they want to learn, and not because they are compelled to go."

Another thing Mr. Stuart is going to work out for the 60,000 thousand school children of the city is the problem of having every child go through school in as fine physical condition as possible. First and foremost comes the simple little use of the tooth-brush.

TOOTH-BRUSH NOT POPULAR

Odd as it may seem to the ordinary dainty-mouth person, there are schools in this city where a tooth-brush is as little used as is an image of Buddha, says Mr. Stuart. A long study of children's teeth last year resulting in a thick compilation of figures shows him that two dentists ought to be added to the regular force of medical inspectors.

"It's just a step in caring for the physical side of the school child's life. But the tooth-brush is certainly important," said Mr. Stuart.

What Industrial Education

Means

At the meeting of The Tuskegee Educational Association, Friday evening, January 27th, Dr. R. E. Park read a paper, "What Do We Mean by Industrial Education?" So comprehensively does Dr. Park discuss the whole subject that we have decided to publish the paper entire in this issue of THE STUDENT. We are inclined to think that it is a paper which will be read with interest, not only by Tuskegee Institute teachers and students, but as well by students of education everywhere into whose hands this issue of the paper may come. Dr. Park said:

I. A SCHOOL WHERE BOYS AND GIRLS HAVE A CHANCE TO WORK THEIR WAY THROUGH SCHOOL

When I first came here there was a great deal said about the boys who came here—poor boys, who were drawn by the fact that they had here a chance to earn their way. It was this that attracted Mr. Washington to Hampton. Many of the best students the school has ever had were drawn here by the same reason.

I have frequently heard teachers say that the best pupils they had were those in the night school, who belong to this class. I think that we can safely say that this fact, namely, that boys may earn their way, is a permanent feature of industrial schools, as we define them here.

Now, if this is a permanent and essential part of our educational system we may

very properly ask why it is so. Is it any part of man's or woman's education that they should earn it for themselves, by work with the hands? I think it is. In the first place willingness to work is a pretty good test of a pupil's earnestness, and work itself is a splendid discipline. Working in a brickyard is not usually classed, by the opponents of industrial education, as a cultural study and perhaps merely work in a brickyard has no cultural value, but working to obtain an education is one of the best means of gaining refinement and general culture that I know. It is that, because it is a moral discipline. Other schools have recognized this fact but they have not, as is the case with the industrial schools, made it a part of their scheme of education.

II. INDUSTRIAL EDUCATION MEANS LEARNING TO DO SOMETHING USEFUL

It has always been insisted at Tuskegee that unless you can put what you have learned to some practical use, the education thus obtained is unsound. It is not the real thing.

(a) In the first place in a school that is supported by the state or the general public it is expected that, not merely the individual, but the general public will benefit. If it were not so; if education were a mere luxury or a mere refinement, like a taste for olives, there would be no excuse for asking the state or the general public to support it.

That is just the trouble in the South. Education has been looked upon too much as a luxury or an ornament; one of the privileges of a leisure class; something not fitted for the common man.

(b) In the second place it is a good thing for the student to cultivate the sense of responsibility in his work. If a boy in the shop is set to work to make a tin basin, for example, it is very different—the whole experience is very different—than it would be if he was merely called upon in the class room to tell how to make that basin. So, too, when a boy is learning in a class room some of the mathematical methods by which he will be able to cut out and measure the value of that basin, his whole experience will be different than it would be if he was merely set to perform an abstract problem that had no connection with any real problem. I mean by a real problem one that has actually presented itself to him for solution—one connected with something he is trying to do, in regard to which he has a sense of responsibility.

For that reason we make here a difference between manual training and industrial training. Manual training is formal. It teaches the student to perform certain processes, but it does not teach him to the same extent to make objects for use.

There is a great deal of difference be-

tween learning to use a plane or a saw and learning to use them in building a house, in a certain place, to meet certain definite requirements.

III. INDUSTRIAL EDUCATION IS LEARNING BY DOING

There is a phrase that has been repeated so often by writers on education that it has become part of the cant of the subject. Nevertheless it is one of the dark sayings in the whole doctrine.

When a boy drives a mule team, and drives him badly for six dollars a month and his board, I suppose some one would say that boy was learning by doing. On the other hand if one of the teachers in mathematics, after one of his pupils had calculated the number of square rods in an acre of land, should then send this same pupil out to measure an actual acre of ground, this again would be called learning by doing.

Now it may be that learning by doing or correlation or whatever else you choose to call it, includes such very different things as I have described. Indeed, it seems to me that in each one of these examples there is something that needs to be held fast to as essential to the method and the purpose of industrial education.

In the first place the boy who drives the mule team is, at any rate, doing something real and, if he is trying to do that piece of work as well as he can, he is learning something, even if he is doing it badly.

In the second case the boy who measures an acre of ground is, at any rate, applying and testing a principle. An acre of ground will certainly mean a great deal more to him after he has measured it than it would if he had never seen one, to recognize it.

However, it seems to me, that both these examples belong to a period in the history of the school when the departments, the industrial and the academic, were farther apart than they are now. These examples belong to a period when correlation was still talked about, but not as well understood as it is today. Let me give you two other examples which seem to me to more properly represent learning by doing, as we understand it.

I am going to suppose a case. We have a practice now of asking our students to take the subjects for their work from the shops. Now, as soon as a boy goes into one of these shops—as soon as he begins to

handle a tool of any kind, he learns a vast number of new and interesting things about some very common-place objects. He learns a great deal about grain of woods, for example; learns to distinguish the different kinds of pine, we will say; learns what different values they will have under certain circumstances; learns what woods are used

for this purpose and what for that. He ought to influence, not only industrial practice in the crafts but also methods of teaching in the schools. It learns this whether he studies it or not. It is part of the tradition of the trade. You have only to look into any of the industrial text books and note the number of strange words there used to see what a vast amount of concrete knowledge work in any trade brings with it. I do not suppose the boy learns those words, as one does sometimes in school merely by rote. He picks them up in use and, in the course of time, you will find behind each one of these words, a clear and definite idea.

Now, suppose that he is called upon to write an essay upon this subject, not for members of his own trade but for others. He has then a store of special knowledge; he has perhaps some points of view about the advantages or disadvantages of his trade, or he has some interesting operation that he wants to describe. There you have at once, one of the hardest possible things to get in the teaching of English composition, namely, a student with something of his own to say and an audience that is prepared to listen and be instructed.

What makes the task all the more valuable, as a means of teaching English, is that, in order to make himself intelligible to an audience which does not have his special knowledge and does not know his trade jargon, he is compelled, or should be compelled, to translate his ideas into the common speech. There can be no transcription in this case, of something heard or copied from a book. The student must make himself clear not in the language of the shop, but in the vernacular. If he cannot do this, either he does not know what he is talking about as well as he should, or he hasn't command of the English language. Such an exercise ought to go a long way, it seems to me, toward clearing up whatever ideas the boy has, bearing on his industries. I am sure it offers a splendid discipline in English. This, it seems, to me, is a better example of what we mean by correlation, at the present time, than the other cases I mentioned.

If I were to cite another example of this more thorough-going correlation which seeks to give the student not only (a) a better command of the technical process he is learning in the shops, but (b) at the same time clears up his ideas in regard to the principle employed, I would mention the case, which I understand sometimes occurs, of the boy who brings his problem, or perhaps the practical method which his trade teaches him, into the academic class room and asks the teacher to explain the principles involved.

Such intimate interaction of the academic and the industrial departments is in my opinion a positive advance in the science of education and, if thoroughly carried out,

IV. ONE OF THE THINGS ESSENTIAL TO THE KIND OF INDUSTRIAL EDUCATION WE HAVE AT TUSKEGEE IS A SCHOOL BASED UPON AN INDUSTRIAL COMMUNITY

Now, the purpose and the importance of an industrial community, as a basis for our school, consists in this, that it brings pupils and teachers together in relations that are not only a healthy and normal but more intimate and personal than would be otherwise possible.

We are all here, teacher and pupils alike, each in our different and several ways, engaged in a common work with a common purpose—cultivating the soil, raising our own food supplies, erecting our own buildings—students and teachers working and learning side by side, and this offers an unusual opportunity for performing the kind of work this school is seeking to do.

For example in the wide division of labor which exists here there is an opportunity for any pupil to find the thing he individually is fitted to do. There is something for every one to do; something for everyone to learn. No one need be cut off from the hope of knowledge and usefulness simply because on account of his disposition or early training, he cannot fit into the Procrustean bed of a hard scholastic discipline.

We have an opportunity here also to give our students an illustration of the application, on a large scale, of system and science to the common tasks and affairs of life; to give them, at the same time, the discipline that will enable them, when they go out from here, to work and live on a higher plane of civilization. In short we have an opportunity here, and in the other schools of this kind, such as no trade school, no college, academy or boarding school can possibly have, to direct, influence and instruct our pupils in all the fundamental things of life.

V. ANOTHER ESSENTIAL FEATURE OF INDUSTRIAL EDUCATION IS THE COMMUNITY OR EXTENSION WORK

In order to accomplish the results—in order to have the industrial community I have described—we are compelled to take our students away from their homes; pluck them out of their ordinary environment; plant them in a new soil and stimulate in them a new and different spirit.

During the time that students are here we seek to occupy every moment of their time, direct all their activities and absorb all their attention and thought. This is necessary in order to accomplish the results we

seek. Out of this there arises a danger. Living, as students do, in a highly and artificially organized community, with steam heat, electric lights, and under the severe discipline that is necessary here, there is a danger when they go out that they will not be fitted, and will not be disposed, to return to the harder and cruder conditions out of which they sprang.

This difficulty is overcome, to a large extent, by teaching the student that when he leaves Tuskegee he goes forth, as its representative, to improve his community. He is to carry the Tuskegee spirit with him and build up around him a community that is inspired by that spirit.

In educating the student for this task the extension work, including the Negro Conference, the teachers' and farmers' institutes, the work of the Business League, in so far as it is connected with the school, and all the other extension activities, become an essential part of our scheme of education and through these the student gets acquainted with the real problem of the school, which is not so much to educate a few hundred or a few thousand boys and girls, as to change conditions among the masses of the Negro people.

Thus, through the internal organization and the external relations of the school, the student has an opportunity, not merely to find his vocation and prepare for it, but, what is more, to feel that, in his daily life, he is part of a great and wide-uplifting monument which aims to benefit, not merely his race but the masses of the people everywhere, who are struggling upward for better things.

ored people and assessed con-

Industrial Schools.

The Vocational Idea

Student 9-24-10

Unfortunately, our printers last week failed to include the second part of the article we meant to publish regarding the introduction of trade, or vocational, training into the public schools of Washington and Boston. The article regarding the Washington schools was reprinted, but the one in the New York Globe giving an outline of what is to be done in the Boston schools was omitted. The latter article is here printed for the benefit of the readers of THE STUDENT.

Boston has adopted the trade or vocational school idea rapidly. Its school committee has experimented gradually and quietly, has modified established courses and planned new ones, all with the vocational idea prominent. One of the recent schools is the Mechanic Arts High School, which fits young men for intermediate positions in the factories, training as it were the non-commissioned officers of the industrial army. The long discussed High School of Commerce, when it gets into its new building will graduate 125 pupils a year. But these are the more ambitious and better known experiments. The smaller and more obscure ones are quite as interesting.

Recently the school committee started in East Boston a so-called pre-apprentice school of printing and binding. It is planning a similar training school in wood and metal work in the Dearborn district of Roxbury. These are not expected to turn out expert printers and bookbinders, but to give pupils such a training as to enable them upon entering these trades to advance more rapidly than they otherwise would. The annual number of graduates of these two schools will not exceed one hundred. The importance of the experiment lies in its value as a type for the future.

As in New York, the school authorities have taken over the Girls' Trade School, which was established by some public-spirited women of Boston. It successfully places every year 125 girls in dressmaking and millinery establishments. The evening industrial school offers courses in freehand and mechanical drawing, in industrial mathematics, in tool and jig-making, and in boiler engineering, besides sewing and cooking classes for the girls.

A still more interesting experiment is the "continuation school." The committee has hired a room in the business district and has started one class in the shoe and

preparation in a shorter time than the regular course now consumes.

While these experiments in the total by no means cover the demands of modern education, they are significant of a tendency to put the Boston school system on a considerably more practical basis. *Student 9-24-10*

leather industry, another in wholesale dry goods, and a third in salesmanship. Each class meets two afternoons a week for ten weeks. Business men are providing the teachers and giving the young men in their employ time in the afternoons, without loss of pay, in which to do the school work. The school committee is furnishing the room and supplies, and the Schoolhouse Commission the furniture.

The entire school course is now undergoing modification in the direction of a better preparation for life's work. Manual training has for many years been carried on in all the schools; but more recently a number of experiments have been made in the higher grades in modifying their courses so as to afford more direct preparation for mechanical occupations. In the Agassiz School, for example, the manual training class in the three upper grades receives instruction in shop arithmetic and working drawing, and is also set to work, not individually but under a system of division of labor, at making articles which are actually used in the public schools. Attention is given to economy of time and of material, and an accurate account is kept of the expenditure in these directions in comparison with the output.

The High School of Practical Arts which trains girls for housekeeping, dressmaking, and millinery, will soon receive into an adequate building. It should annually graduate 120 pupils.

The committee is also planning a clerical high school for pupils who have taken two years of the regular high school course. This is intended to afford definite vocational training like that which the business colleges now supply. The school will probably be carried on all the year round, its pupils to receive certificates not at stated times, but as soon as they become proficient in any line. Such a school should accomplish the double purpose of giving many high school pupils the individual preparation that they need in a condensed and practical form, and also of

bringing down the expense of our schools by providing such

Education in the South Schools and Colleges

One of the most cheering signs as to conditions in the Southern States is the increased appropriations which the Legislatures are giving to the State universities, agricultural and mechanical colleges and colleges for the higher education of women, says the *Journal of Education*. Among these appropriations last session were:

State	Appropriation
South Carolina.....	\$288,000
Georgia.....	262,000
Mississippi.....	257,000
Virginia.....	330,000
Texas.....	323,000
Alabama.....	315,000
North Carolina.....	260,000
Florida.....	197,500
Kentucky.....	178,000
Arkansas.....	156,000
Louisiana.....	87,000
Tennessee.....	50,000

Total in one year.....\$3,010,500

To these large amounts are to be added the receipts from the funds established by Congress for agricultural colleges and some other purposes of education.

WHAT THE LEGISLATURE SHOULD DO FOR EDUCATION IN ALABAMA

Superintendent-Elect Willingham Outlines for the First Time the Policy of His Administration, Stating the Needs of the Schools and How They Can Be Lifted to the Rank of Those in the States Now Ahead of Alabama.

BY HENRY J. WILLINGHAM.
(Superintendent-elect of Alabama Education Department).

The subjects which ought to receive legislative attention in Alabama at the earliest possible moment are:

1. Local taxation.
2. Better supervision of schools.
3. Compulsory attendance.
4. State aid for building and repairing schoolhouses.
5. Teachers' institutes.
6. The appointment of a Legislative Commission to codify and simplify the school laws of the state.

Local Taxation.

By local taxation we mean the privilege of levying a reasonable tax on the property in a school district for the purpose of supplementing the state appropriation. Local taxation, in a sense, is now provided in more than half the counties in Alabama by the levy of a county tax, ten cents on the hundred dollars.

The entire state appropriation for the support of the common public schools is now about two million dollars annually. This money, under our Constitution, is apportioned to the several counties on a per capita basis, all children within the school age, seven to twenty-one years (white and colored alike), receiving this year \$2.58. Approximately one-third of these educables do not attend any school. This the state is appropriating slightly less than four dollars for each child actually enrolled in the public schools. A county, as above stated, is not allowed to levy a tax of more than ten cents on each one hundred dollars of taxable property. Last year the amount of money raised by the several counties and expended was \$446,000, being less than one-fourth of the amount of the state appropriation. The only remaining funds available for use in the public schools came from voluntary payments by patrons of the schools in the form of tuition and incidental charges and from appropriations by towns and cities. The sum total of appropriations by towns and cities together with the amounts raised as tuition and incidental charges was \$284,000 during the year closed September the 30th last.

Chief Difficulty.

From these facts any thinking man can easily see our chief difficulty. The people, themselves, raised for local use in maintaining their public schools

\$730,000 annually, while the state "raised the people" out of \$2,000,000 for the purpose of sending it back to them as a gratuity, a bonus. There is no objection to the raising of two million by the state for the support of the public schools, but it is absolutely necessary for the people, themselves, locally to take hold of their own educational affairs to the extent of supporting directly, with their own tax money, their own schools to a larger extent and thus cease to depend upon the state as the chief factor in the education of their children.

It is wholly impractical to depend upon voluntary contributions in the form of tuition charges to supplement adequately the public school funds. The schools are too short in the rural districts to expect good results and therefore there seems absolutely no other way of securing the necessary educational revenue except by means of local taxation. Alabama and Tennessee are the only two states in the American Union so far as I know which do not permit the people to levy a district tax to support their own school. It should be said for Tennessee, however, that her people are allowed, under the Constitution of that state, to levy a county tax of fifty cents on the one hundred dollars, while Alabamians are not entrusted with the privilege of voting a county tax upon themselves greater than ten cents on each one hundred dollars worth of property. Now, I am not one of those who believe that Alabama is "below the bottom of all the states" in anything, even educationally; but I do believe that we, as Alabamians, have neglected some of our opportunities in the development of our natural resources and in providing revenues for the proper education and training of our children.

The official report issued by the Commissioner of Education at Washington, covering the school year 1907-08, (the last published) shows that Alabama holds the third place from the bottom in the list of states arranged in the order which their taxes raised locally bears to the whole revenue of the state for school purposes. Only Louisiana and Mississippi are shown to have raised a smaller percentage of their school income locally than Alabama and Louisiana is only one-half of one per cent less.

In the percentage of illiterates (unable to read and write) among the native white adult males, only five states make a poorer showing than Alabama.

These states are New Mexico, North Carolina, Louisiana, Kentucky and Tennessee, the difference between Alabama and Tennessee being only three-tenths of one per cent. About fourteen white men, white men born in Alabama, out of every one hundred can not even read and write.

Quoting from the same authority and referring to the same year, 1907-08, the average number of days' attendance for every child within school age in Alabama was a fraction less than forty-one days. This was the lowest of all the states in the Union, next to it being South Carolina with forty-two and eight-tenths days. The average number of days attended by each person enrolled during the same year was seventy-three. In this respect, Alabama made a better showing than the six states of New Mexico, Oklahoma, South Carolina, Mississippi, North Carolina and Arkansas, the lowest.

Makes Poor Showing.

Referring to the table in the official records from the Commissioner of Education at Washington covering the same year, 1907-08, we find that Alabama makes an exceedingly poor showing in the relative amount expended for public schools on every one hundred dollars of true valuation of all real and personal property. Alabama's position in this list is third from the lowest with thirteen cents, Nevada and New Mexico spending on their public schools, respectively, 11.7 cents and 10.6 cents per one hundred dollars of actual valuation of all real and personal property.

Looking at the subject of our expenditures as compared with other states and from another point of view, the same authority shows us that we rank third from the bottom in the list of all the states in our amount expended per capita of total population, only South Carolina with \$1.07 per capita of population and Mississippi with \$.93 per capita being less than our expenditure of \$1.26.

Not Doing Enough.

This comparative study of Alabama with other states educationally compels the conclusion that either we are doing too little for our children, or most of the other states are doing too much for theirs. There is absolutely no reason to doubt the statement that we are doing too little for our schools in Alabama. There is certainly no just reason in believing that the voters of Alabama are less trustworthy when imposing upon themselves a charge upon their own property, a tax levy for the support of their own schools, than are the voters in all the other states of the American Union. The legislature ought to submit for ratification an amendment to the Constitution permitting a tax levy in each county of not more than fifty cents on each one hundred dollars of taxable property and of not less than ten cents on each one hundred dollars of taxable property.

support and maintenance of their own local public schools and schoolhouses. If the people of any given county do not want to levy a county tax, they would not have to vote the tax upon themselves. If the people of any school district do not need or want any local district tax for school purposes, there is no power that could make them levy the same. But what good reason exists, we ask, for not allowing the people of a county, or of a district, to vote a tax upon themselves if they desire to do so. If they want to improve some of their own property in the education of their own children, why should not they be permitted to do it? The Democratic platform calls for local option. Is there any good reason then why the people should not be entrusted with the power to invest some of their money in the education of their children? They have been trusted these years in the selection of their officials and certainly one could prove by any of the state or county officials elected that the people make no mistake. The people can be trusted. At any rate, we give them a chance, an opportunity of levying local taxation upon themselves for school purposes and, if they do not use their opportunities but allow their children to grow up in comparative ignorance, they and they alone will be responsible.

County Supervision.

It is absolutely necessary to change the law relating to the office of county superintendent of education. The law ought to point out specifically what duties men are expected to perform and if they perform those duties they ought to be paid more than some of them now receive. In my opinion, the county superintendents of Alabama are growing more efficient with each recurrent election and, in fact, with each passing year. The present law, however, does not require them to devote their time to the supervision of the schools. If these men are capable of rendering efficient public service as supervisors of the public schools their time is too valuable to be spent in their respective offices performing the routine work which could be done just as well by a woman for thirty to forty a month. If they are not strong men, men capable of supervising properly the public schools, the people can be trusted at the next election to find men who can do the work provided the matter is called to the attention of the public through means of proper legislation pointing out specifically the duties of the county superintendent.

State Aid for Schoolhouses.

The present law which appropriates out of the tax fund one thousand dollars annually to each county to be used in building and repairing rural schoolhouses ought to be changed to appropriate two thousand or two thousand five hundred dollars annually to each county for similar purposes, allowing four hundred dollars as a maximum to each district instead of two

hundred as now provided, and the law should allow the transfer of this fund to other counties if the county to which it was appropriated each year does not apply for it in a reasonable time before the expiration of the fiscal year.

The time is approaching when our people in the rural districts will see the wisdom of having fewer but better schoolhouses with a larger attendance of children and a much stronger teaching force in each school. Hence the necessity of beginning the construction of better schoolhouses with a reasonable requirement as a minimum distance between them.

Compulsory Education.

The writer is among that number of citizens in Alabama who have believed until recently that we are not quite ready for compulsory attendance in the public schools. In my opinion, however, we never will get entirely ready for it until we undertake it. The law ought to be passed and it ought to be passed without further waiting. It ought to be reasonable. It ought to be practicable. White men will make it. White men will enforce it. Every state and territory in the Union now has compulsory attendance except Alabama, Florida, Georgia, Louisiana, Mississippi, South Carolina, Texas—7.

The period required for attendance on the part of those who ought to go to school should, in my opinion, be the full term of the public school in any given community. The proper local authorities will of course exempt those who, for reason, ought not be required to attend.

A More Efficient Teaching Force.

It is universally admitted that the teaching force in Alabama is growing stronger with each passing year, that their efficiency today is strikingly in advance of the standard maintained ten to fifteen years ago. At the same time, every observant man who takes an interest in the educational welfare of our State will readily admit that the general average of efficiency now maintained by the teachers of Alabama must be raised, and without delay. The teachers in the rural districts in the one teacher schools, and sometimes in schools of two teachers, are those who stand most in need. Let it not be forgotten that in the rural

among these same schools, are many most excellent and most faithful teachers—teachers who are earning far more than they are receiving. They have studied diligently a few text books to enable them to pass an examination. That is all. It would be a great saving on the part of the State to make a judicious expenditure each year of a reasonable amount requiring these teachers to attend an institute of a week or longer in their own county under the direction of expert institute conductors who could teach them and show them how to teach, or convince some of them that they made a mistake in trying to become teachers instead of lawyers, doctors, blacksmiths, or housewives.

Provision ought to be made, in like manner, to instruct properly at several central points in the State, the negro teachers in Alabama. The State has spent millions of dollars in the education of the negro children. It will spend millions of dollars more. The State certainly owes it to itself to give direction through the negro teachers as to the kind of teaching which shall be provided for negro children.

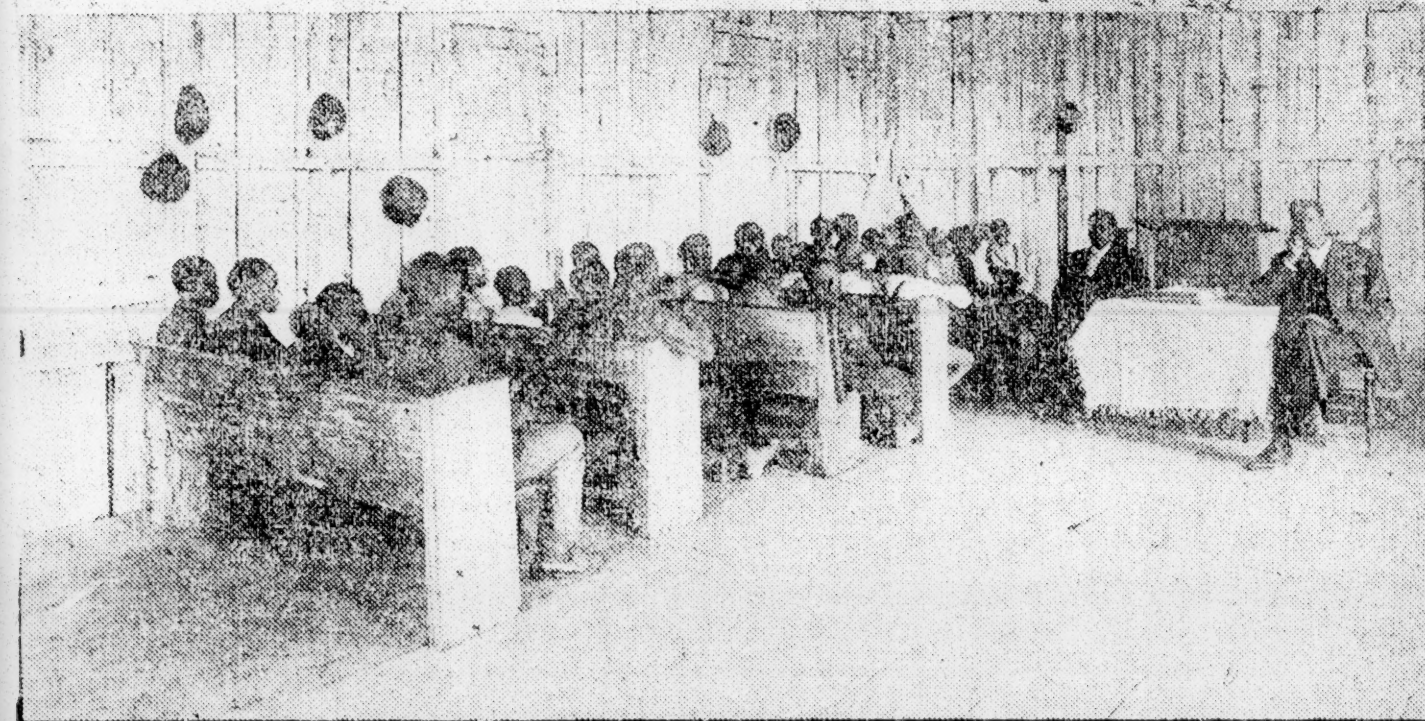
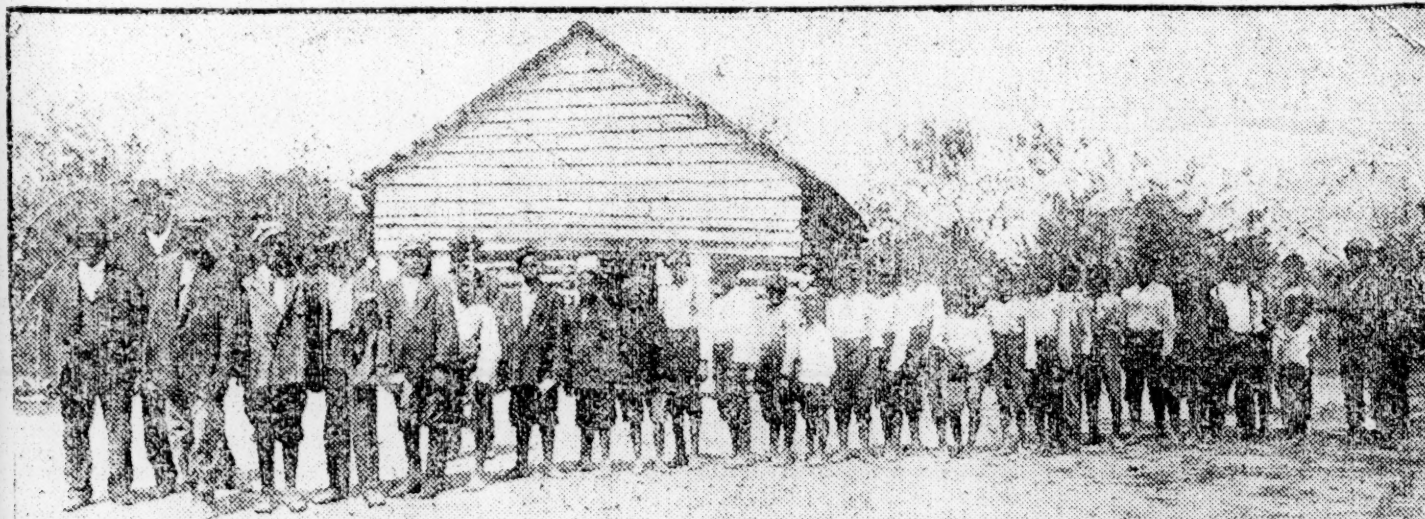
The kind of teachers' institutes now maintained throughout the State may afford an opportunity through which the teachers of a county assemble some Friday or Saturday during the year and get acquainted with each other.

Education Commission.

Finally, the Legislature ought to consider the advisability of appointing a commission consisting of a few men from each legislative branch of the government together with a few educators whose duty it should be to sit for a number of days during the recess of the Legislature (if there should be one); to remove a number of inconsistencies, and to codify the school laws into a simple and useable form. The present school laws are the result of continuous changes and amendments which have taken place during the past fifty years and sadly in need of this careful revision from beginning to end. Practically all the States find it necessary occasionally to have their school laws thus revised.

The measures proposed above represent substantially, in my opinion, the views held in Alabama by practically all the educators, school officials and people generally who have given earnest thought to the educational conditions in our State. No one of these measures is the pet or discovery of any particular person. They have been advocated over and over again in an earnest and persistent effort to bring them to the favorable consideration of all the people. No reasonable doubt any longer remains that our present conditions make the time ripe for their enactment into law, nor is there any reasonable doubt that the people, taken as a whole, will receive them gladly. Let us, in a united effort, build wisely upon the excellent educational foundations already laid.

NEGRO HACKMAN ESTABLISHES REFORMATORY FOR HIS RACE



Upper photo shows "Daley's Boys" on parade; center photo shows them in chapel; lower photo shows them at work.

Again he went to building and in addition to his house and barn, he managed to erect a rough log dormitory, a dining room and a chapel.

The old man demonstrated that he was something of a philosopher as well as a philanthropist for he declared that in some respects he found young "niggers" just like white folks—some good and some trifling. "But," he continued, "the good 'uns I'll let go as soon as they get the habit of being good and the trifling 'uns I'll hold till they get to be good 'uns."

It's Self-Sustaining.

Daley put a mortgage on his farm to help advance his work and with a few exceptions he has worked alone and unassisted until he has made the reformatory self-sustaining in a meagre and modest way.

His annual expenses have been a trifle over \$2,000 which he has defrayed by the products of the farm tilled by himself and convict negro boys. He has raised as many as seventeen bales of cotton and a ton of corn in one season.

Five horses do the work on the place and eight cows supply the reformatory with milk.

Daley has at present thirty-two boys under his charge and declares that he is "making good niggers out of 'em." Most of the boys were committed to the reformatory by Judge Feagin and the age limit is from 8 to 14 years.

Since his inauguration the institution has cared for 168 inmates, few of whom were guilty of any breach of discipline.

Strict Routine.

They are subjected to a strict routine of work and behavior. Every morning the little negroes file into the breakfast room calling out their number as they enter. As soon as they are seated at the table each recites a verse from the Bible. Farm work and a few hours study make up most of the day, which closes with wholesome recreation.

Daley now wants to improve the accommodations on his place and secure recognition from the state of Alabama. It is recognition more than money that he now desires, for he is satisfied that as soon as the officials and authorities are convinced of the good work that he is doing and the better work that he could do, the money will follow. His wife and one assistant are all that he has to help

him in his task of raising thirty-two boys. He has found friends and assistants among the white people and especially of H. P. Latimer, local manager of the Alabama Great Southern railroad. Sam is supplied with an annual pass over its lines and his boys are furnished with charity rates. Vassar Allen has assisted the reformatory in a financial way and the Birmingham Knights of Pythias have contributed to the institution. From citizens of New York and Philadelphia a few small donations have been received.

Has Outgrown Capacity.

The reformatory has no legal status and has outgrown its capacity. A mortgage of \$2,500 still rests upon the place and the present equipments are far too meagre adequately to prosecute the work for which it is designed.

In speaking of Daley's work Judge Feagin says, "I have been so favorably impressed with his wholesome ways of training in character building, making industrious moral boys out of the wayward boys, that I commend in the highest possible terms the work he has done and is now doing for this community."

"His disinterested philanthropy, his self-sacrificing benevolence, his unselfish love and zeal in this noble effort for the criminally inclined children of his race, is without a parallel in the state of Alabama. He deserves the support and help of every good citizen in this county and state."

East Cotton Valley.

Dear Messenger, Again I am writing to let you know that we are still with the upward moving throng. During the summer we did very little toward the erection of our schoolhouse, which you know was destroyed by fire. The second Sunday of this month was a special effort day. We are pleased with the amount collected and hope to do very much better the next time we

SAM DALEY HAS A GREAT PLANT AND IS MAKING GOOD WITH IT.

(Courtesy of The Birmingham News.) The rather startling story of a negro hack driver developing into a philanthropist and manager of an Alabama negro reformatory is the history of Sam Daley, who was in Birmingham last Wednesday conferring with his white friends relative to the welfare of his institution. Seven years ago Daley was a hack

driver in Tuscaloosa where by his honesty and thrift he succeeded in acquiring sufficient means to purchase 521 acres of land.

On this land the negro erected a few humble houses and lived in apparent contentment. But he had not found his mission. He had noted the training which the military discipline of the University at Tuscaloosa bestowed upon its pupils and Sam wondered if a similar training would not benefit the youth of his own race. It was a Herculean undertaking but Sam never

flinched in the prosecution of the plan which he had designed and in March, 1904, when he read in the newspapers that Judge Feagin, of Birmingham was looking for a place to which he might send young negro criminals, he felt that his opportunity had come and he took the next train for Birmingham.

Hopes Are Realized.

Judge Feagin was impressed with the negro's honesty of purpose and Daley returned to his farm with five negro boys entrusted to his care.

Sam determined to convert his farm into a reformatory and donated 175 acres of his land to such a purpose.

Mont Adv. 10-9-7

rally, for the collection is small to	Joseph Carr.....	25
the amount of work to be accom-	Hattie Fears.....	20
plished.	Bessie Fears.....	20
Professors Lee and Langford of	Pleas Johnston.....	1 00
Tuskegee Institute were present.	Steve Williams.....	1 00
Professor Lee, in his own way urged	Tennie Draper.....	25
the people to stick to the building	Emma L. Echols.....	50
of their schoolhouse. He warned	Nathan Fort.....	25
the parents against the deadly foe	Charlie Rowl.....	1 50
deception, that will grow up and take	McGee.....	50
deep roots among our children before	Sallie Fort.....	25
we are aware. Very close attention	Eddie Echols.....	2 00
should be given to that side of life.	Jessie Echols.....	10
We hope to have Professors Lee and	Texanna Harris.....	25
Langford with us again.	Wash Johnston.....	10
The secretary of the trustee board	Garfield Laster.....	10
called the roll and the following per-	Willie Greenwood.....	25
sons responded:	Fannie Mitchell.....	10
Rev. M. Ellington.....	Ida Greenwood.....	2 00
Marshall Lane.....	Eliza Fort.....	1 00
E. Gary Fort.....	Laura Greenwood.....	10
Ned Fitzpatrick.....	Susie Greenwood.....	10
Howard Powell.....	Arsie Greenwood.....	05
Charlie Lowe.....	Moses Carr.....	10
A. C. Chapelle.....	Lola Chappelle.....	05
James Carr.....	Mollie Garner.....	25
W. I. Laster.....	Rev. Robert Harris.....	25
Hudson Crawford.....	T. L. Echols.....	50
Genezer Blackmon.....	A Friend.....	60
Rigdon Harris, Jr.....	C. E. Smith.....	10 00
Arris Greenwood.....	Success to The Messenger;	
George Crawford.....	C. E. Smith.....	
Calvin Johnston.....		
John M. Laster.....		
Queen Menefee.....		
Ambrose Weaver.....		
James Peters.....		
Mitchell Maze.....		
Plenty Rusk.....		
Joshua Alexander.....		
Matilda Laster, Sr.....		
Charlotte Johnston.....		
Victory Shepard.....		
Margaret Chapelle.....		
Jimmie Lane.....		
Georgia Parker.....		
Isabella Patterson.....		
Peggie McBryde.....		
Rachel Laster.....		
Addie Carr.....		
Willie Greenwood.....		
Mozell Chappelle.....		
Johnnie Greenwood.....		
Mary Bruie.....		
Homer Greenwood.....		
George Carr, Jr.....		
Samuel Chappelle.....		
Oliver Rush.....		
Johnnie Lane.....		
Gadson Fort.....		
Rev. W. C. Crawford.....		
Lee Maddox.....		

aid loyally by the present, and sacrificed much that the school might be. The people of Newbern, white and colored, have contributed towards the school's maintenance, and seven hundred dollars have been given through two missionary societies in the North and the Jeanes Fund board. These donations, however, have not sufficed, and as a consequence the school is in debt. Rev. Weeks is now seeking to raise \$5,000 for immediate needs. The reputation and usefulness of the institution ought to insure this small amount. Very recently a colored man donated twenty-five acres of land to be used in raising foodstuffs for the boarding departments.

The departments of the school are normal, academic, preparatory, and theological. The students have in large part come from the teaching profession in the county. This year already the enrollment is 158. Seventy of this number are teachers. More than 1,000 students have attended the school since 1902. A school with a record like this should have but little trouble in raising money to carry on work. Among the trustees are U. S. Senator Simmons; President Bryan of the Newbern National Bank; President Meserve of Shaw University; Dr. S. MacArthur and Dr. Henry L. House of New York.

Gordansville, Alabama

May 25, 1910.

7-#8-10
Dear Messenger: Our very successful school term opened October 1, 1909 and closed April 15, 1910. We have two teachers. Through perseverance a new help has come to us. Dr. J. H. Dillard, in charge of the Jeanes Fund, has favored us with an industrial teacher and also a gift of fifty dollars on an additional room. The county board has, also, given fifty dollars to lengthen our school term. We are very thankful for these gifts.

We have a comfortable building. The chapel is 37 ft. by 23 ft.; the additional room 16 ft. by 20 ft. We hope to be able to furnish this building well with desks and benches by the opening of the school.

We raised one hundred twenty-five dollars including labor on additional room and repairs of the old building. Many thanks are due to the sisters of the community for the interest they are taking in the school work. They raised thirty dollars the past term.

We have planted our school farm of two acres in cotton.

JOHN WEBB.

The Boys' Reformatory

8-78-10
IN MONTGOMERY COUNTY, MOUNT MEIGS, ALABAMA

Doing good, spreading sunshine and lending a hand, was the motto of a party which left the Tuskegee Institute August 7th to visit the colored Reformatory in Montgomery County, Alabama. Major Ramsey, the commandant of the Tuskegee Institute, was personally responsible for the assembling of the party and the equipment of the same. The members were as follows: Mr. G. R. Bridgeforth, Mr. Thomas Ferguson, Mr. D. A. Williston, Dr. Bias, the veterinarian of Tuskegee Institute; Mr. J. C. Wright, Mr. Ezra Roberts, Mr. E. T. Attwell, Mr. C. D. Robinson, Mr. W. A. Tate, Mr. Thomas M. Campbell, Mr. C. W. Greene, Miss Hunt and Mrs. Matthews, both lady teachers of the Tuskegee Institute.

The Reformatory is twenty-five miles from Tuskegee Institute. The party arrived at the Reformatory at 10:30 o'clock a.m., about two hours before any members of the management committee appeared. The management committee is composed of the following persons: Mrs. J. T. Washington, Mrs. Jenkins Lewis, Miss Smiley, of Montgomery; Miss Georgia Washington, Mount Meigs, and Mr. William Pickens, Talladega College, Talladega, Ala.; all made their appearance later in the day.

THE REFORMATORY

Up to date, the Reformatory has only been for inmates, all boys, for this is a reformatory for boys.

On arriving, the party was immediately relieved of its mules and carriages by these earnest and good-hearted fellows. The animals were given water and fed while the members of the party grouped themselves and traveled in various directions, looking over the property of this institution. The grounds presented a very pleasing appearance; the yard was neat and clean, the walks were trimmed and flowers were growing in many places. The garden had growing in it peas, tomatoes, cabbages and collards.

We were told that the farm of twenty acres, upon which cotton and corn are cultivated by the boys of the reformatory, was about a mile and a half away.

DINNER

A delicious dinner was served by the Washington Club of the People's

School. I have been to many organizations given by country people, but I must confess that this one was not from the line of Macon. short in amount, preparation or in serving. Many students of the People's Village School were present. Prof. Pickens did not come until after dinner, but in plenty of time to participate in the ceremony of the afternoon.

AFTERNOON MEETING

One of the interesting features of the afternoon ceremony was the singing of plantation melodies by the boys. In this the members of the party were surprised. Major Ramsey expressed the very effect of the melodies when he said, "the music was sweet and very touching." It is no mistake, plantation melodies are soul-stirring and will remain a soul stirring possession of the Negro race as long as they are cherished by the race. Plantation music reveals the inner life of the plain people more than any other possession. The boys of the reformatory have the possession which will assist in moulding their characters.

MAJOR RAMSEY'S PLAN AND DONATION

Major Ramsey plans to establish a band at the reformatory. To this end most of the instruments were taken to the reformatory with the party. The money for purchasing these instruments was raised by small donations from friends and teachers of the Tuskegee Institute; the Woman's Club donating heavily for this cause. The remaining part of the band outfit will be taken to the reformatory later by a student whom Major Ramsey will appoint to give instructions to the Reformatory band.

Mr. E. C. Roberts made the presentation speech and Mrs. Lewis made the speech of acceptance.

Major Ramsey feels very hopeful regarding a good band in this place. He indicated in a letter to a staunch friend, earnest worker and able supporter of the reformatory movement, Mrs. B. T. Washington, that where such fine singing is found, the prospects for a band are bright.

There is a grand and noble work in saving what would be lost human beings. Can we think of anything more worth living for? A good bit is being said now about preserving the natural resources of our big county. Here is a noble example of preserving human beings, making

subjects for society—County, not six mile Noble as this work is, it like many other causes, needs money and material to make it go. And most particularly does it need development in a more substantial agricultural direction. To this end a friend has made these suggestions: "that the acreage of land be increased to one hundred acres" and that the increase be adjoining the present land of the reformatory; that ten clubs be organized to aid in paying for this or that the following be purchased or donated: three mules, three brood sows, fifty hens and two roosters, two two-horse plows, four diverse cultivators, hoes, rakes, spades, shovels, one two-horse wagon, wheelbarrow, four scooters, stocks and plows, one mowing machine and rake, four scythes and four cross-cut saws.

In addition to the recommendations made by this friends there was also included in the list a barracks as a living quarter for the boys, for accommodation in this respect is needed. Furthermore, a large barn was recommended for stock and as a work house.

No one will miss an opportunity or doing good who donates in money or material to such a cause.

T. J. EDWARDS.

and to go towards erecting a building. Through the energy and perseverance of this band of women a permanent school was established, a neat, comfortable school building erected and the men were organized into a Society for community betterment. What these Negro women without any special knowledge of co-operation have been able to do to improve this rural community is indicative of the spirit of self-help which is each day becoming more active among the Negroes of the South.

Dr. Hearn and Mr. Ernest Thompson, who has recently furnished five barrels of medicine to colored people in their places, and my houses are looking attractive for as

Clopton, Alabama

4-8-10
March 7, 1910.

Dear Messenger: Since February 7th we have raised \$27.00 and paid for one boy's independent school. We are supplementing two months' public school and paying our teacher \$30.00 to run the school two months, March and April.

We are planting a school farm to enable us to run our school longer another school year.

We have organized a branch conference. The following are the

officers and members: Searcy, president; Mr. S. B. Stucky, secretary; Mr. S. M. Chappelle, treasurer; Mesdames Alice Tunn, Maggie Howard, R. C. Chappelle, Rosa Wood, Miss Annie Horn, Messrs. Sherman Dickerson, Henry Howard, Earlie Scott, Joe Glover, Jimmie Stucky, Ben Dickerson, Charles L. Dickerson, Jesse Tullis, Tудie McLeod, Henry Stucky.

Will you please send us some of your topics to be used in our literary meetings?

We are behind, but have made a start and mean to continue. "We will let nobody turn us around, but keep on to success."

We are grateful to Rev. S. Griffin for the encouraging words he spoke to us along educational lines.

Send us instructions for organizing a mothers meeting and young men's clubs. The field is large and much work can and will be done. Let us hear from you at your earliest convenience.

Yours for success,
S. B. STUCKY, Secretary.

QUARTO-CENTENNIAL OF MORRIS BROWN COLLEGE

Chicago Record
Never before, in the history of the Big Bethel A. M. E. Church, with the single exception of the meeting addressed by President Taft, did it contain such a large and thoroughly representative audience of colored people as assembled there October 6th to witness the exercises of the quarto-centennial anniversary of Morris Brown College. The meeting was presided over by Bishop C. S. Smith, the chairman of the board of trustees, and the Episcopal head of the A. M. E. Church in Georgia. The college choir, the choirs of five of the local A. M. E. churches, and an orchestra, delighted the vast audience with several spirited and splendid selections. Bishop W. J. Gaines, D.D., of Atlanta, one of the original purchasers of the college site, delivered an interesting and illuminating historic address, in which he traced the career of the college through the twenty-five years of its existence. Prof. John R. Hawkins, LL.D., of Kittrell, N. C., general secretary of the board of education of the A. M. E. Church, followed with an eloquent address on the "Negroes' contribution to their own Education."

Bishop C. S. Smith, the originator and chief promoter of the quarto-centennial, delivered an impassioned address. With words that seemed to burn into the very souls of his hearers, and with an eloquence that at times almost lifted them to their feet, he paid a glowing tribute to the self-sacrificing devotion of the ministry and laity of the A. M. E. Church in Georgia to the cause of education, and with equal fervor paid a similar tribute to the white people of the state for making possible the incomparable financial success of the occasion, by affording an ever-widening floor of industrial opportunity to the colored people. He contrasted Egyptian and American slavery, and declared that the latter, despite itself, was the greatest industrial school the world has ever known. Touching this point he said in part: "When the Israelites were emancipated they did not have sufficient knowledge of handicraft to bend a bow or fashion an arrow. From being a purely pastoral and agricultural people, the growing rigor of their oppression ultimately limited their occupation to making bricks."

"American slavery not only taught the Negroes how to till the soil, but trained thousands of them as skilled mechanics, never limited their occupation to a single industry, nor compelled them to make bricks without straw. Nowhere on the face of the earth can there be found so large a number of the descendants of Africa

so far advanced in civilization, and so well equipped not only to sustain that advance, but to make further progress, as the American ex-slaves and their progeny. I pay no tribute to American slavery, I reverently bow to the seeming behest of the Disposer of all human affairs."

Touching the race problem, he made some thoughtful observations worthy of note. Again we quote.

"I differ with all who say that there is no race problem in this country. What is it? As I see it, it is this. Can two peoples so dissimilar in ancestry, in tradition, in history, in complexion of skin, and in texture of hair, as are the white and black people of this country, occupy the same soil indefinitely on terms of industrial and civil equality? When Jehovah emancipated the Israelites, he did not leave them in the land of their oppressors, but led them into new regions—even the promised land. What would have been their fate had they remained in Egypt we do not know."

"We cannot locate on any part of the earth's surface so large a number of the white race and a fragment of one of the darker races living in juxtaposition—elbow touch, if you please—as are to be found in the southern states of America. There are not eight millions of white people in Asia and Africa. We not only have a race problem in America, but a tremendous one; one requiring the exercise of the patience and forbearance of both races to the utmost limit. I am no prophet or seer, I can throw no light on the probable outcome. History furnishes no precedent to guide us. Considering the fact that we have had to grope in the dark, I think that the two races in this southland have gotten along fairly well. We shall be greatly helped and benefited if we cease to look for points of divergence and search for lines of agreement. Both races must show themselves willing to forgive and forget much that now happily lies buried in the past. Whatever lingering feeling of race-hatred and distrust remains should be speedily banished. Since we do not know what is the will of Providence as it relates to the future of the Negro, whether it be his repatriation to the land of his ancestors or his indefinite continuance in America, and since it is evident that the two races must continue to journey together, at least for a time, let us resolve to march forward in peace. Peace is the greatest heritage bequeathed to man by his Creator. No great problem relating to the uplift of any part of humanity was ever solved in a storm. No good accomplishment was ever born in a tempest. It is therefore imperative that there should be peace and harmony between the races."

"A few months ago the Atlanta Constitution assumed the role of a

preacher, and from the pulpit of its powerful intellectuality, delivered an ever memorable sermon on the duty of the southern white man to the Negro from a religious and educational standpoint. It was the most unique and far-reaching deliverance made by any Southern newspaper since the close of the Civil War. If adopted and put into practice, it means a new emancipation for both races—emancipation from the thralldom of blind prejudice, hatred and distrust. Both races should speedily learn that, with the exception of the social realm, there are many desirable points of agreement to be secured, which, when reached, will prove mutually helpful to both. Let the strong help to bear the infirmities of the weak, and let the weak be industrious, frugal, sober, and law-abiding. But whatever else we may or may not do, let us maintain peace."

At the close of Bishop Smith's address he called on several persons to deliver one-minute congratulatory addresses. A large number of congratulatory telegrams and letters were received, the most notable of the latter being from Dr. George A. Gates, president of the Fisk University, Nashville, Tenn., and reads as follows:

"I take pleasure in sending you a word of hearty congratulation on the successful achievement of your large undertaking. It is indeed a great piece of work. It will stimulate a similar work in other states."

"The time is rapidly approaching when more and more the Negro people can and will depend upon themselves to establish and maintain their own institutions. No ultimate civilization of any people can be built on other foundations than this one. So long as Negroes are content to be dependent for their social, industrial, educational, institutional, religious, and, indeed, political life, on any one but themselves, so long will their position be subordinate and weak. Self-respect comes with self-support."

"This occasion celebrates a strong step in the one direction of final and worthy success."

"Permit Fisk University, one of the oldest and strongest institutions for higher learning for Negroes in the world, and thus share your hopes and purposes for greater work in the future."

The acme of expectancy was reached when Bishop Smith called upon the amount of cash they had received from the ministry and laity of their districts as a contribution to the memorial fund. The amount aggregated \$29,500. Each presiding elder was then presented with a gold medal of artistic design for faithful service, and as a souvenir of the occasion. Rev. R. V. Branch, presiding elder of the Atlanta District, Atlanta annual conference, in addition to a gold medal, was awarded a gold watch and chain for reporting the largest amount in excess of \$1000. He re-

ported \$1400.00.

Thus passes into history the most notable event of its kind in the career of the colored people in America.

MORRIS BROWN COLLEGE QUARTO-CENTENNIAL FUND BY ANNUAL CONFERENCE AND PRESIDENTIAL DISTRICTS.

Georgia Conference.

Savannah district, B. S. Hanna, presiding elder	\$1100.00
West Savannah district, N. Emery, presiding elder	1060.00
Hawkinsville district, T. N. M. Smith, presiding elder	1105.00
Fitzgerald district, W. O. P. Sherman, presiding elder	1005.00
Valdosta district, Edward Pinckney, presiding elder	900.00
Waycross district, I. S. Hamilton, presiding elder	1010.00
Brunswick district, L. P. Taylor, presiding elder	1000.00
	<hr/> \$7180.00

North Georgia Conference.

Marietta district, D. H. Porter, presiding elder	\$ 683.31
Rome district, J. A. Wilkerson, presiding elder	688.31
Athens district, W. A. Pierce, presiding elder	621.65
Washington district, J. A. Hadley, presiding elder	1050.00
	<hr/> \$3043.31

Macon Conference.

Macon district, L. H. Smith, presiding elder	\$1079.12
Monticello district, N. J. McCombs, presiding elder	1002.06
Milledgeville district, W. C. Gaines, presiding elder	730.00
Sandersville district, C. H. Williams, presiding elder	1105.00
Dublin district, E. Griggs, presiding elder	1005.00
Forsyth district, C. C. Cargile, presiding elder	1001.29
Augusta district, R. M. King, presiding elder	1050.00
	<hr/> \$6972.47

Southwest Georgia Conference.

Cuthbert district, S. D. Roseboro, presiding elder	\$1005.76
Americus district, F. R. Sims, presiding elder	1062.25
Thomasville district, J. B. ton, presiding elder	1000.00
Albany district, Allen Cooper, Lofton, presiding elder	802.60
Columbus district, John Cooper, presiding elder	1114.00
Bainbridge district, P. F. Curry, presiding elder	1000.00
Bleakley district, T. J. Barr, presiding elder	1000.00
Talbotton district, G. W. Smith, presiding elder	850.00
	<hr/> \$7834.61

Atlanta Conference.

Monticello district, J. H. Adams, presiding elder	\$1000.00
Griffin district, J. R. Fleming, presiding elder	1017.00
South Atlanta district, S. G.	

Means, presiding elder	1052.61
Atlanta district, R. V. Branch, presiding elder	1400.00
	<hr/> \$4469.61
Trustees' dues last year	652.20
Making a Grand Total of	\$30,152.20

Bishop Grant's Bequest

Shelton 2-4-11
Kansas City, Mo., Jan. 28.—By the terms of the will of Bishop Abraham Grant of the African Methodist Church, which was filed in the probate court of Wyandott County, Kansas, last night, the greater part of his estate, amounting to \$250,000, is bequeathed to two Negro educational institutions, the Payne Theological Seminary at Wilberforce, Ohio, and the Paul Quinn College of Waco, Texas. The estate consists principally of real estate in Indiana and Texas.



MRS. ELIZABETH McDONALD.

Officer of the Juvenile Court and Founder of the Louise Juvenile Home, 6130 Ada Street.

The Annual Report of The Louise Juvenile Home for Delinquent and Neglected Children.

which is Ably Conducted by Its Founder and Manager, Mrs. Elizabeth McDonald.

I rejoice that God has again granted me the opportunity to present my annual report of my work.

This record embraces my spiritual and financial services; also my work as a Probation Officer of the Juvenile Court.

The work this year has been very hard from a financial view, but by the will of the Blessed Lord, much has been accomplished.

Donations.

A large donation of clothing was received from John L. Whitman, Supt. of The John Worthy School. A valuable donation of clothes was sent by Miss Viola Jackson. Clothing and groceries were received from Mrs. Clara Mercia of Bethel Church. Mrs. Dora Tompson of Quinn Chapel, sent a large donation of clothing. A large box of clothes was sent by Mrs. Watson.

Contributions.

Mr. and Mrs. Julius F. Taylor, \$7.00

Payment on Home	\$300.00
Marketing and groceries	780.00
Coal	161.00
Interest on Home	122.00
Taxes	31.36
Roofing	46.00
Repairs	50.00
Material for repairs	12.53
Furniture	36.00
On account	38.00
Charity	15.00
Material for children	16.00
Barfare	20.00
Home missions	6.80
Correspondence	8.00
Flowers	9.00
Bedding	8.00
Dr. bills	9.00
Plumbing	5.40
Paper hanging	8.75
Water taxes	6.95
Total expenses	\$1,689.89

I have had 12 conversions, visited two hundred and fifty homes, including prayer meetings. Made forty visits to the County jail; paroled two prisoners from Joliet penitentiary, and one prisoner from Indiana penitentiary. I have cared for 89 children and one mother. I have succeeded in placing one woman in the county building at good wages and six others have been given good employment. I have sent four to Dunning and taken one from Dunning.

I here append my annual financial report:

Receipts.

Rent from property	\$196.00
Beard for children	449.50
From our oyster supper	37.00
From our anniversary	21.00
Evangelic work	20.00
Contributions	13.00
Total	\$736.50

Expenses.

Among those who contributed to the success of my work, I wish to mention and thank Bishop Schaefgen, Rev. H. E. Stewart, former pastor of Institutional Church; Rev. Timothy Reeves and many other dear friends who are well wishers of the work. Again I thank you and ask for your prayers and support for another year. We have as house physician and surgeon, Dr. Wm. T. Tyler. Too much can not be said for Dr. Tyler, who is the first physician to offer his service to so great a cause. We have as matron, Miss Ethel M. Simpson, a teacher from Indiana, who has had a wide experience with children having taught a number of years in the schools of Terre Haute. Miss Simpson received her education training in the Indiana State Normal School, which is one of the best schools of the country.

As assistant matron, we have Miss Agatha Williams of Bridgeport, Ind. Miss Williams is a niece of Mr. McDonald, and is an efficient and painstaking young woman in every respect. In closing my report let me say: I may not do much with all my care, But I surely may bless a few.

The loving Jesus will give to me, some work of love to do.

I may wipe the tears from some weeping eyes.

I may bring the smile, again, back to a face that is weary and worn out with care. To a heart that is full of passion, I may speak his name to the sorrowing, as I journey by their side. To the sad and despairing ones, I may drop some little gentle word. In the midst of some scene of strife, I may comfort the sick and dying with a thought of eternal life.

Respectfully submitted,

Elizabeth McDonald.

Founder and manager of the Louise Juvenile Home, 6130 Ada St., Chicago Ill

Helping Tuskegee Institute

The letter which follows is from Dr. A. P. Johnson, a colored physician of New York City. More and more as our colored friends are able they are contributing to the support of our work:

New York, City.

April 15, 1910.

Dear Mr. Washington: In reply to your kind letter, I beg to say that I am quite willing to help defray the expense of some student in Tuskegee Institute for a year. I feel that we should endeavor to do something to show that we are willing when we can to help our own

Some time ago I caused to be passed by the members of the Medico-Chirurgical Society of this city a motion, that the Society pay to the Tuskegee Institute fifty dollars to be used as an annual scholarship for a student. If this is agreeable to you—the amount will be forwarded some time before the beginning of the next school term.

I have always been deeply interested in the good work Tuskegee Institute is doing, and am proud of this opportunity of demonstrating to you some little appreciation.

Most sincerely yours,

P. A. JOHNSON.

Dr. J. A. Miller, a colored physician of Vicksburg, Miss., has sent to the school a contribution of \$50.00, and promises an additional \$50.00 in September. More and more each year the colored people are contributing toward the expenses of the school.

Miss Nina Cummings	6.00
Total	\$13.00



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kines of Bethel Church. A large donation of books and papers were sent to us. We distributed six hundred of them.

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Miss Nina Cummings 6.00
Total \$13.00

Founder and manager of the Louise Juvenile Home, 6130 Ada St., Chicago Ill

Oak Grove Community

10-14-10

Dear Messenger: A most interesting school meeting was held here Friday night, September 17th. The patrons and trustees filled the schoolhouse as long as seats could be found. After devotional exercises the white trustee, Mr. W. A. Dick, entered the room and was called upon to speak. He chose for his subject "In Unity there is Strength." He said in part, "I hear that there is some discord and dissension here that tend to make some division among you and I want to speak very plainly tonight along the subject of unity. I want to picture to you the industry of farming, a united industry. Take any other branch of industry; it can suspend one year, but if you stop farming one year there is famine in the land. The rural schools are less supported than any other schools in the land; the matter lies largely in your hands. We consider the proposition of getting good schoolhouses, and efficient teachers; you claim that your money is sufficient to run your schools. You are responsible from the fact that you don't own many homes, consequently you don't pay any tax. I want to impress you to get homes just as fast as possible. Land is advancing and will soon get to the point where you can't buy it for thirty dollars per acre. The foreigners are going to come in, buy up the land and push you out. You satisfy yourself with two-by-four teachers. You don't pay much and you don't get much. Follow the example of Booker T. Washington, the Moses of your race--allow me to refer to his great speech in Atlanta, Ga., it was for the edification of your race--God's intelligence must prevail, by your being black does not cut you out. All schools are under the supervision of the white trustees. Your trustee board are only elected to serve one year. You recommend your teacher to us. We recommend her to the county board. We have no power to contract. There is a tendency on the part of some people to think that the teacher is responsible if the child happens to be behind in his studies. The teacher having done everything possible to instill the principle in his

mind and the child hasn't his mind in it, he is thinking about some other mischief outside. The teacher is not responsible.

REFERS TO MISS GILLAM

"I understand that Miss Gillam has given general satisfaction here, that he has done more material good than any previous teacher, and from what I know of her, she is an ideal teacher for this place. I want to see the hand of anyone who has any complaint against her (not a single hand went up). Now I want to say that the majority controls the minority. If the majority is in favor of the same teacher, it is detrimental to you to make a change; at any rate it retards the progress of your children to change teachers."

At this point a collection of nineteen dollars was raised to finish paying off the teacher. We failed to get all the names who paid one dollar each but among those who did not get the benefit of the summer term were Messrs. Walter Welch and Crawford Dowdell who paid over two dollars and fifty cents each. Mr. J. W. Tarver, a student of Talladega College and one of our most intelligent young men in the community, paid one dollar.

REPORTED To Aid Negroes

Special Correspondence of Washington,
D. C., Star

Birmingham, Ala. What promises to be one of the most far-reaching and effective movements ever inaugurated in the South for the improvement of the Negro as laborer has been established here by the most practical and successful Negro business man in the South, and from the beginning is being given general support by several of the large industrial corporations and leading white business men, who expect to get extensive benefits in the way of more efficient Negro labor for the furnaces and mills, as well as a higher standard of citizenship among the race. This movement has just been put on a working basis in a limited way, and in a few weeks has so far demonstrated its wisdom that more than \$10,000 has been subscribed to it by industrial operators representing the iron and steel trade, and many thousand more have been promised.

The Birmingham Ministerial and Economic Institute was established by W. R. Pettiford, who is president of a Negro savings

bank, which he organized eighteen years ago on a few hundred dollars capital, and has built it up to a pretentious institution with \$50,000 capital stock and a quarter of a million dollars deposits. It is the only penny Negro savings bank in the South, and its success is illustrated by the fact that in the panic of 1893 it not only did not suspend nor limit payment to the depositors, but loaned money to the white banks to tide them over, and it was the only bank in this section in the panic of 1907 which did not limit withdrawals by its depositors, nor issue scrip or clearing house certificates. The Ministerial and Economic Institute is supported by subscriptions from local industrial enterprises, and numbers among its patrons many of the largest employers of Negro labor in this industrial district. They declare that they are paid back for their donations in the improved conditions of the character and labor, as a result of the influence of the institution. It has four regular instructors, and is in session three days in the week. In addition to the four regular instructors, there are four other persons who give instruction in reading clubs throughout the district, visiting every section where Negroes are found in large numbers, and lecturing to the masses, as well as to local leaders in each community. There are no fees of any kind and all the Negroes are permitted to attend the institute for instructions, which consist of practical talks in simple language. Negro preachers are also given instructions on practical topics, and the sole object of the movement is to improve Negro labor and to elevate their modes of living. The chief topics for instructions are sanitation of the homes, proper care of the health, saving and correct expenditures of earnings, industry and putting in good time at work. The work is intended to reduce largely the high death rate among Negro laborers, and impress upon them the importance of making good workmen and solid citizens. Already the influence of the work is being felt in the reconstruction of the sentiment among Negroes here relating to laboring conditions, while many Negro dives have been broken up under its influence, and crime among the Negroes shows a remarkable decrease. Reports from the settlement workers directed by the institution show that hundreds of Negroes who were heretofore idle, have gone to work and are saving their earnings, reducing their cost of living under more economical practices, and engaging in gardening, dairying and poultry raising.

The sanitary conditions of many of the Negro homes show encouraging improvements under the new instruction.

No aid has been asked of philanthropists at a distance. The plan is to make the

institution pay for itself through contributions from local industrial circles, in return for which they get a better character of labor, and thereby solve a problem in the industrial field that has come to be serious in the last few years in this district. The board in charge of the institution consists entirely of Negro ministers and Negro business men of this district, who are giving much time and effort toward the advancement of the cause. The work is attracting much attention and commendation from industrial operators here, who are giving it their moral and financial support, and who are outspoken in their appreciation of the labor improvement the movement is effecting. A large building is under contemplation as a permanent home for the institution. This will be amply equipped, and the work will readily be enlarged and its scope broadened as the conditions justify.

Shubert **NEGRO SELF-HELP**
8-14-09

BY MONROE N. WORK
Reprinted From The Survey

One of the principal things in making the Negro a useful citizen is to teach him the art of helping himself. This end has been one of the chief aims of Tuskegee Institute. It is for this purpose that it carries on the more than thirty different extension activities for the Negroes' moral, material and intellectual improvement.

For a number of years Tuskegee has fostered local farmers' conferences in which the people in particular communities come together to be taught how to improve their farms, their homes, their morals, and their educational facilities. It is very gratifying to find that the members of these conferences are taking the initiative and are devising a number of ways to help themselves.

An example of the farmers' school of the Mt. Zion and St. John community, situated about fifteen miles from Tuskegee Institute. A number of the members of the local conference attended the agricultural short course which Tuskegee holds each year. These people decided that their community would be greatly benefited by such a course and so they got together in their local conference and worked out a plan for a four days' session. The undertaking was very successful. Over 100 students, consisting of fathers, mothers, sons, and daughters were enrolled. On the first day the subjects, How to Maintain a Good Garden During the Entire Year, and How to Plant, Grow and Maintain a Good Orchard, were discussed. The subjects for the remaining time were: Care of Farm Animals, and Farm Implements, Judicious Application of Home and Commercial Fertilizers, Need of Deep Plowing and Selecting Seeds.

For a number of years a county fair has been held at Tuskegee Institute in order to afford an opportunity for the people of the surrounding country to exhibit their products. The fair has done a great deal in enabling the people to have a better appreciation of the best grades of farm produce and showing them how to successfully raise these best grades. The women here also learned much concerning home work.

It is very interesting to see how the people are now beginning to hold community fairs. It was the privilege of the writer in the

autumn of 1908 to assist one of these community fairs. It was conducted in a very creditable manner. The exhibits both in quality and quantity were very good. They included horses, mules, cows, hogs, cotton, rutabagas, sugar cane, Irish potatoes, sweet potatoes, varieties of corn, fruits—dried, canned, preserved, and jellied—vinegars, home-made wines, turnips, pumpkins, cabbages, gourds, watermelons, peppers, peas, peanuts, beans, collards, tomatoes, rice, fancy work, quilts, shirt waists, women's cloaks and needle work. One could not witness the tastefulness with which the exhibits were arranged, the fine quality of the vegetables and fruits and the friendly rivalry of the exhibitors, without seeing that the people were doing a great deal in educating themselves through the agency of the fair.

The young men of various communities are organizing themselves into clubs for their own and the communities' improvement. The following is an account of such a club:

The young men of Creek Stand community have organized themselves into a club. These young men are working in every way possible to build up the community. Recently a meeting was held in the Creek Stand schoolhouse and the following subjects were discussed: Women's Work, The Young Men and the Community. After a thorough discussion of the subjects, a collection of twenty-seven dollars and eighty-five cents was taken. This amount was given by nine of the young men of the community. These young people are interested in what they are doing. They have their community at heart.

Among the most notable instances of self-help among the Negroes in the vicinity of Tuskegee has been what they have done to improve their educational facilities, especially in erecting schoolhouses and lengthening the school terms. This work has required a great deal of self-sacrifice on the part of the people. In one school district in a single rally to raise money to erect a school building eighty-six persons contributed \$178.65, an average of a little more than two dollars each. In addition ninety dollars worth of work on the school building was contributed. In another community the people desiring to have a schoolhouse came together and in one meeting subscribed \$396 for this purpose. The meaning of this sacrifice will be appreciated when it is understood that these people who are subscribing a total of from \$500 to \$1,000 to erect a school building and lengthen their school term are very poor and the majority of them are renters.

A very striking example of self-help was displayed in a community about twenty miles from Tuskegee which three years ago had no school. Thirty-five women organized themselves into a school missionary society. At first each member paid a monthly fee of thirty cents. This, however, was not enough to meet the expense of paying the teacher and so the members solicited funds from the patrons and friends. In this way the teacher was paid but at a considerable sacrifice. The next year the women found a better way to raise money. Five acres of ground were set aside for a school farm, planted in cotton and voluntarily worked by the men. By this means the teacher was paid and there was a surplus.

RAISE
24-11
Mississippi Live Up to
Conditional Offer Made by An-
drew Carnegie.
Special to THE NEW YORK AGE.

Holly Springs, Miss., Feb. 22.—Some time ago Andrew Carnegie made a conditional offer of \$25,000 to the Mississippi Industrial College, established at this place by Bishop Cottrell, to take the place of the school which ex-Gov. Vandaman failed by refusal to appropriate money for its maintenance.

In one year the Negroes have raised \$13,000 toward the amount required before being able to secure Mr. Carnegie's gift.

The Negroes of this State have given more than \$80,000 already for this college, and they are fully alive to the necessity of continuing to appropriate money for the education of their children.

EDUCATION CAMPAIGN FOR NEGRO YOUTHS

Negro Business League of Bristol Plans to Put Children in Schools.

Knoxville, Tenn., August 13.—The Negro Business League of Bristol is inaugurating a campaign whereby it is hoped it will be able to get all the negro boys and girls of Bristol into the public schools.

A vigorous campaign of education is being carried out. Robert E. Clay, a well known negro orator and race leader is at the head of the movement, and prominent white men are assisting him.

Pike Co., Shady Grove, Ala.

Dear Messenger: Our school has been going on five weeks. We have a full school now, but the first month was not very good. We hope to run a successful five month term.

Last year we carried out a seven month term. Previous to that they had been having three and four months. During the past school year the patrons raised about \$475 (one hundred seventy five dollars) for school purposes. They could not get any help from any other source, so they tried to see what they could do among themselves. We have no school farm here.

We have a very interesting set of school children at this place. There is a bright future for them if they are given a chance to keep themselves bright in school.

Success to the Messenger.
S. F. M.

BISHOP EVANS TYREE AND PAUL QUINN COLLEGE

THIRTEEN THOUSAND SEVENTY SEVEN DOLLARS AND FORTY CENTS RAISED BY BISHOP EVANS TYREE, D.D., M.D., IN TEXAS FOR PAUL QUINN COLLEGE—SEVEN THOUSAND DOLLARS PAID ON THE COLLEGE MORTGAGE—THE BISHOP IS POPULAR IN EVERY INCH OF TEXAS.

Tuesday, Sept. 27, 1910.

Thousands of interesting people waited with the greatest anxiety for the day of the 30th, opening of Paul Quinn College. Streams of admirers, humanity, Christians, ministers and lay members, with the largest student body, began coming into Waco, Tex. from all parts of the grand old Lone Star State, to witness the final financial rally of 1910, and to enroll as students, a day previous to the opening to avoid the rush. They came, beheld the beautiful campus alive with humanity rushing here and there, express wagons and other vehicles loaded with trunks, parcels and baggage of students and visitors, all coming to Paul Quinn College. They heard the implements of greater industry—for the broom, scrubbing broom, dust brush, had been used under the direction of President D. H. Butler, D.D., A.M., the matron and lady preceptress, each building, story after story, floor after floor and room by room thoroughly cleaned, new mattresses and furnishings replaced the old.

The Presiding Elders' Council met in the St. Paul A. M. E. Church. Bishop Tyree gave his official charge to the presiding elders relative to the Dollar Money, Easter Missionary Children's Day and Church Extension collections. The Bishop made an earnest plea for the entire connection to be full and commendable in every respect.

The College Opening.

Dr. D. H. Butler used all diligence preparatory for the opening. The buildings were models of neatness, most inviting to the students and visitors. More students were enrolled at the opening, largely outnumbering the enrollment of the whole opening month of last year—not only last year, but as far back in the history of the college to 1896. This is due to the indefatigable labor of Dr. D. H. Butler and Prof. A. S. Jackson. They had no vacations and presumably they are as tired and restless as they were the day college closed. Bishop Tyree also must share some of the praise for the already large enrollment. For two long, hot months the Bishop has been on the field visiting Sunday

School Conventions, churches, clubs and communities, talking, preaching and lecturing for Paul Quinn College and stirring up the forces for the great rally. Dr. D. H. Butler is proving himself as a great college president, untiring in his efforts to spread the influence and build stronger on Paul Quinn College. If Prof. A. S. Jackson, at his present salary as treasurer of Paul Quinn College, was put on the field as the college agent there would be a rich harvest of students and finance coming to our Paul Quinn College.

The Opening Service.

At 10.30 A. M., after the usual college devotional exercise, and remarks by the president to the students, the following program was taken up and carried out as follows:
Hymn, "Walk in the Light" by Rev. F. Washington, D.D.
Prayer by Rev. W. M. Leake, D.D.
Scripture lesson, Psa. 34, by Rev. E. J. Howard.
Ritualistic service by Rev. J. W. Rankin, D.D.
Sacred solo by Miss Sarah Shepherd, of Gonroe.
Introductory remarks by Bishop Evans Tyree, D.D., LL.D.
Sermon, by M. L. Pendergraft, D.D. of Bastrop.

The Reports of Rally.

Bishop Evans Tyree announced that the financial rally was on and that the reports were to be taken by conference and districts. They reported as follows:

Texas Conference.

North Beaumont District, Rev. H. McKenna, D.D. \$171.50
A gain over last year of \$96.50.
Crockett District, Rev. A. B. Pipkin, D.D. 326.00
A gain over last year of \$74.
Bryan District, Rev. R. Leon Trapp, D.D. 575.00
A gain over last year of \$310.
Palestine District, Rev. P. C. Hunt, D.D. 757.50
A gain over last year of \$160.
Houston District, Rev. D. B. Stovall, D.D. 756.00
A gain over last year of \$57.

West Texas Conference.

Yoakum District, Rev. J. M. Gentry, D.D. 416.00
A gain over last year of \$141.
Bellville District, Rev. C. W. McCowan, D.D. 510.00
A gain over last year of \$205.
Bastrop District, Rev. H. K. McCoy, D.D. 416.00
A gain over last year of \$94.
San Antonio District, Rev. F. F. Washington, D.D. 857.30
A gain over last year of \$484.30.
Weimar District, Rev. J. R. Bryan, D.D. 844.00
A gain over last year of \$386.75.
Brenham District, Rev. F. D. Taylor, D.D. 1001.00
A gain over last year of \$301.

Central Texas Conference.

El Paso District, Rev. J. H. Lynn, D.D. 360.00
Decrease under last year of \$40, caused by a pastor giving a check for \$150, not yet collectible; when collected will run the amount over last year \$110.
Austin District, Rev. H. S. Sims, D.D. 675.00
Gain over last year, \$278.50.
Temple District, Rev. J. W. Watson, D.D. 502.50
Gain over last year, \$37.50.
Waco District, Rev. W. S. Johnson, D.D. 1365.00
Gain over last year, \$923.54.
Northeast Texas Conference.
Marshall District, Rev. C. H. Bell, D.D. 403.00
Gain over last year, \$123.
Bonham District, Rev. W. M. Leake, D.D. 416.00
Gain over last year, \$210.
Terrell District, Rev. M. A. Wright, D.D. 500.00
Gain over last year, \$200.
Dallas District, Rev. G. W. Sims, D.D. 530.00
Gain over last year, \$228.89.
Corsicana District, Rev. J. W. Rankin, D.D. 605.00
Gain over last year, \$132.94.
Waxahachie District, Rev. R. S. Jenkins, D.D. 810.50
Gain over last year, \$274.38.
By special collections in college gathering, such as commencement, fall opening, personal donations and ministers' donations or annual assessments, with trustees' annual fee, amount raised, \$1197.11
Annual Program Continued—Afternoon Services, 2.30 P. M.
1. Song, "Stand Up for Jesus," No. 36
2. Prayer.
Rev. J. B. Butler, Huntsville
3. Solo, Miss M. E. Jones, Beaumont
4. Introduction.
Address.
Prof. J. C. Russell, A. B., Waco
6. Song, Edwards Chapel Choir
7. Remarks, Announcements, Benediction.
Evening Services, 8 P. M.
1. Chorus—"Rejoice, the Lord is King".....St. Paul's Choir
2. Paper—"What's the Use?"
Prof. C. F. Holland
3. SelectionWilson's Orchestra
4. Solo.
Miss B. B. Williams, Waco
6. Solo.
7. Violin Solo.....Prof. C. F. Holland
8. SelectionWilson's Orchestra
The Executive Board met and organized for the year: Rev. F. F. Washington, D.D., chairman; Rev. R. S. Jenkins, D.D., re-elected secretary. Members present: Revs. W. D. Miller, B.D., A. Gordon, D.D., E. J. Howard, D. H. Butler, D.D., A.M., R. S. Jenkins, D.D., F. F. Washington, D.D., Prof. A. S. Jackson, B.S., college treasurer.

The faculty of the college has been increased and strengthened. The

next meeting of the Executive Board will be the 25th day of October. At this meeting a teacher of theology will be selected at a raised salary fixed by the last board meeting. The Financial Committee adjusted the financial affairs, holding their meeting at the palatial residence of Prof. A. S. Jackson, the college treasurer. Two thousand dollars was paid on the mortgage. All meetings were perfectly harmonious.

Bishop Evans Tyree presented some new plans for raising "educational money," especially for the June rally of 1911, which will be the last under his Episcopal term. The plans were accepted and approved by the trustees and presiding elders. They are hummers that will create a greater financial wave than the last, upon which Bishop Tyree rode triumphantly at the head of all Texas records.

Paul Quinn College is saved. Tell it again. Tell it to all the world. Bishop Evans Tyree has more than succeeded himself; if nothing more is done he will go up to the General Conference at Kansas City covered with glory—a hero of undaunted courage, a hero who braved what others dreaded. Hallelujah! The light-house of safety, with undeniable victory, is within reach, now beheld by the faithful; the heights reached, the distance come, were not gained upon flowery beds of ease; foes were repelled, hard fighting was done, enemies within our ranks were conquered. But wait! Now listen! The Annual Conferences of Texas are at our door—who is ready? Who is able? Thank God, the echo comes, the tried and true, and the prospects are that each Conference will go a long ways ahead of last year.

Adieu until after the Conference.
R. S. JENKINS.
Post Office Box 483, Dallas, Texas.
Samuel Huston's Anniversary.

Regular Correspondence of THE AGE.
Austin, Texas, November 23.—Exercises incident to the tenth anniversary of Samuel Huston College and of the incumbency of its president, Prof. R. S. Lovinggood, began here yesterday and will continue until Friday of next week.

The school is under the control of the Methodist Episcopal Church and has done a very valuable work for the race. It has property valued at \$80,000, 18 teachers and over 500 students. The exercises incident to the celebration will be participated in by Governor Campbell, Mayor Wooldridge, Dr. M. C. B. Mason, Bishop Moore and other prominent personages. A campaign to raise \$10,000 for a boys' trade school will also be waged.

President Lovinggood was born in South Carolina 46 years ago. After graduating from Clark University, Atlanta, Ga., he edited the Atlanta Times. He gave up active newspaper work to become principal of one of the public schools of Birmingham, Ala. For the five years previous to his becoming head of Samuel Huston College he was professor of Latin and Greek at Wiley University, Marshall, Texas. He has

The Closing Session

Birmingham, Alabama, Wednesday, Thursday and Friday, March 23rd, 24th, and 25th, 1910.

The twenty-ninth annual session of the Alabama State Teachers' Association, composed of the teachers in the colored schools of the state, was by far the largest meeting of colored teachers ever held in Alabama or elsewhere.

Fifty-seven of the sixty-six counties in the state, where colored schools exist were represented and membership in the Association, which increased from 116 in 1908 to 405 in 1909, reached the large sum of 788 at the meeting in Birmingham in 1910.

There are colored teachers' associations in thirteen other Southern States besides Alabama, including in that number, West Virginia and Missouri, but in none of these has the average attendance at these meetings amounted in the past, to more than 200. At the meeting of the National Association, there were not more than 100 members present at their meeting in Louisville in 1908—this according to the last printed annual report.

INTEREST OF THE MASSES IN EDUCATION

The sudden, rapid growth of the Alabama Association is largely the result of the energy and management of its former President and present Corresponding Secretary, Mr. J. R. E. Lee, of Tuskegee Institute. It would be a mistake, however, to assume that the present wide-spread interest in education among the colored people of Alabama has sprung up as rapidly as the growth of this Association would seem to indicate. The fact is, that for several years, there have been forces at work, among the masses of the colored people, which have aimed at the improvement of the rural public schools. What one witnessed at the Birmingham meeting, was the belated arrival, in the person of the country school teacher, of the representatives of the common, plodding masses on the farms and in the small towns.

One of the best representatives was a "simple-minded, earnest black woman, who for seventeen years has been teaching a little country school in a village in Montgomery County. Nothing in this meeting was more interesting or more significant than the stories told by this woman, and other teachers like her, from the small towns or from the open country. In these stories they described in simple, vivid

language, the wretched conditions of the country schools, and then went on to detail how, from their own small earnings, colored communities had raised the money to rebuild or improve the schoolhouses and lengthen the school terms.

MARKED CHANGE IN SENTIMENT

Much of this new interest in the common public schools represents a changed attitude of Negro masses to the whole subject of education. A few years ago, an education meant to the average Negro boy, a means of escape from the drudgery and the dull and tedious routine of life on the farm. The ambitious farmer, and more particularly the ambitious mother, saved and scraped to get money enough to send their boy or girl in away to some boarding school, in the hope, perhaps, that they would come back to make us the school teachers of their district. Most of these have come back.

Gradually, it has become clear that education was something, basically, a sort of higher education added on to the common uses of life, and cast away. There has grown up, instead, a demand for an education which would somehow lighten the burdens and add to the comforts of every day life.

One of the striking things about the dis-

tinguishable year. This contest, too, was a large portion of the time in which the leading men in the Association, and eventually the whole Association was drawn into the excitement of the contest, and seven hundred people spent many hours struggling to decide an issue that did not concern, only in the most trivial way, the real interests of the

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One of the striking things about the dis-

est kind of training in political affairs of any class of people in this country. These meetings of the parents and teachers, in as much as they were the minister and the teacher of the future, a privilege of the old days. In the early days, the fathers of the Republic got their training and discipline in self government.

To these meetings, the colored farmers talk over their common interests with their pastor and their teacher, join together to build schoolhouses, to erect churches or to tax themselves for prolonging the school term. In this way the Negro farmers are beginning to cultivate a real public spirit, to improve their methods of agriculture, to enforce order among themselves and build up, with the help and support of their white neighbors, a kind of public school system, which if it can go far enough in the direction, it is now moving, will not only improve the condition of rural life, but in time, make a decided impression on the economic conditions of the South.

ROBERT E. PARK.

Mrs. H. J. Lee Sidelights on the Alabama State Teachers' Association for Colored Teachers

The Macon County Institute ended March 22nd, after a most successful, full and well attended session of two days. The Institute prepared those teachers who attended for the larger meeting of teachers, at the annual association in Birmingham, Alabama. With a few exceptions every teacher of Macon County who attended the Macon County Institute accepted the privilege of going in a special car with a goodly number of teachers and instructors from Tuskegee to Birmingham.

The special coach from Tuskegee to Chehaw, was the beginning of a special train, another coach of which was connected at Chehaw, and three others in Montgomery, Alabama. The special train left Montgomery two hundred and twenty-five strong. One hundred and eighty-five of this number registered on train, the others registered in Birmingham. Few stops were made; not to take more passengers but probably to comply with some railroad regulation. We passed painted and unpainted houses; cultivated and uncultivated farms; busi-

ness-like, and unbusiness-like localities. We were first in low planes; then in high planes; and finally in almost one continuous dash, we arrived at smoky Birmingham.

The suburbs of Birmingham with fields of cinders and ash piles, dilapidated shops and clay colored cars; city refuse yards of tin cans, bottles and bags and other unnamable mixture, fringed with dark dingy ash, colored houses of one and two rooms, occupied mostly by colored people, were not to be compared in beauty with the residential section where spider-like machines, electric cars, beautiful homes and green lawns abound.

Of the many meeting places in which the association assembled, the St. John's A. M. E. Church, corner Twenty-fifth Street and Third Avenue was the first. Invocation, words of welcome and responses, were all befitting for the occasion. Words of welcome were much more befitting, than accommodations were obtainable.

Addresses of Hon. Harry C. Gun-nels Superintendent of Education of the state of Alabama, and Dr. John W. Abercrombie, President of the University of Alabama, on education for the Negro youth were inspiring and encouraging. Dr. Abercrombie declared that he had always been a friend of the Negro and Negro education; and he who says the Negro is not making progress closes his eyes to conditions and forgets history. "The teacher," he asserted, "is rendering a greater service than the preacher." He believes that education is a man's natural right, as air and water are his natural rights. And while education is man's natural right, it is also man's universal privilege. Dr. Abercrombie wishes the time will come when a man will be compelled by law to send his children to school. He described the Negro problem to be that of teaching two very dissimilar races to live in peace and harmony on the same soil. A problem which no one man can

solve alone, but can only be solved by the co-operation of both races. In expressing his ideas on education for the colored race he said, "the best form of education for your race is one in which the industrial idea predominates." He ended his weighty address by saying that so far as lies in his power he will strive to have the races forever live in peace and harmony together.

The second day's session of the Association opened with a paper by Mrs. J. T. Harney, Greymont, Birmingham, Alabama, on the Physical Sides of the School. Poor ventilation, benches without backs, poorly constructed school houses, and poorly heated schoolhouses are the principal physical conditions which call for vigorous efforts of both rural and city teachers to remedy.

The second paper on Physical and Social Condition was read by Prof. W. S. Buchanan, President of A. and M. College, Normal, Alabama. Prof. Buchanan made a very important fact impressive; this is organizing the energy in a community for general community improvement. It is apparent that only through the organization of mothers meetings, farmers' conferences or clubs, and other improvement societies, that community people can be handled. Organization is a growing need because of the increase of responsibility which especially rural teachers and workers are expected to shoulder.

Another important point mentioned in Prof. Buchanan's paper was that of having a night school for older people. This he said is a good method of handling and interesting the older people not only in the subjects taught but in beautifying homes and getting land. It has been proven, through an experience with an old Folks' School at the People's Village School, Mt. Meigs, Alabama, that all old people have a great capacity for learning whenever their interest is aroused. This is indeed a suggestion worthy of trial.

THOS. J. EDWARDS.

Rural Round Table Sessions

AT THE STATE TEACHERS' ASSOCIATION

Continued from Last Week

STEREOPTICON LECTURE

Another interesting feature of the evening's rural program was the stereopticon lecture on communities in Macon County, given by Mr. C. J. Calloway. Interesting pictures of beautiful dwelling houses and prosperous farming conditions, together with neatly constructed schoolhouses formed a basis for the lecturer's talk. There are fifty-five colored communities in Macon County, each having a schoolhouse as a center of influence. Forty attractive schoolhouses have been built within a period of four years. One-half dozen of these schoolhouses have two rooms, the smaller of which is used by the teachers for cooking and sewing. There is a school garden or farm connected with each school. What is raised upon the farms goes to the extension of school terms and for external and internal improvement of school property.

MODEL SCHOOL

The Rising Star School serves as a model for other communities. It is located about three miles from the premises of Tuskegee Institute. In addition to the class room the building likewise contains four other rooms. They are the kitchen and dining room, sitting and bed rooms. Here instruction is given the girls in housekeeping. A splendid model farm and garden is connected with the model school. The outhouses connected with the farm are the poultry house, piggery and barn. With the exception of the barn the other houses were constructed by the students under Mr. C. G. Campfield's direction. All of these interesting facts concerning the county were beautifully illustrated by Mr. C. J. Calloway in the evening's session of rural teachers.

CLOSING SESSION

In the closing session, Miss Georgia Washington, principal of Peoples' Village School, Mt. Meigs, Alabama, described her school and its work. She has a school farm of twenty-six acres, a good barn and two mules all paid for. She has seven teachers employed, giving instruction to two

hundred and eighty pupils. These pupils paid a tuition fee of \$8.50 this year. Fifty patrons of the community are taught by the teachers of this school. The farm which is managed by a graduate of Hampton Institute is in splendid condition. Poultry raising is receiving attention. The other talks at the third Round Table meeting were interesting and brief.

The topic on "Helpful Reading in the Homes" was discussed with peculiar interest.

The rural workers' conferences closed. Its distinctiveness was lost in the great mass meetings of the Association; but not one rural teacher left without some helpful and practical suggestion.

THOMAS J. EDWARDS.

DATA

of encol. The negro is ...
ing to realize. Alabama just as the
white people have learned long ago
that the place where the horse is kept
six hours a day for five days a week
ought to be a little better than the
farm where the horse is kept. Some
good work has been done among the
regio teachers of the state. For the
year ending September 30 last, the
number of first grade certificates in-
creased 11 per cent, the second grade
42 per cent.

"The negro is in the South, and he is
here to stay. The negro must know that
for a few hundred years he is dependent
on the white man, and he must earn
himself for white man's service."

"Teach your children that all kinds of
labor is honorable. Teach him that it
is just as honorable to work on the
farm as in the city. I am now wearing
a suit of clothes which was made in
the Agricultural and Mechanical College,
Normal, Ala."

Dr. John W. Abernethy, president of
the University of Alabama, Tuscaloosa,
delivered an address. He was given an
ovation.

"I suppose I was invited here tonight
to deliver an address because I have al-
ways been known as a friend of the edu-
cator," he said. "He who says the ne-
gro race has not made progress in this
country closes his eyes to facts and for-
gets history."

"Education is man's natural right, as
much as air, food and water are his nat-
ural right, and education should be man's
universal privilege. To that end I be-
lieve every parent who is not inclined to
do so should be compelled to send his
children to school."

"We hear a deal in this country about
the race problem, and there is a race
problem; and what is that problem? To
each two races to live in peace and
happiness on the same soil. We must
each our people to live in peace, har-
mony and prosperity. This is the opinion
of the greatest negro in the world, Book-
er T. Washington. I believe for many
years the best kind of education for
our race is the education in which the
industrial education predominates, and
of the literary part is not lost sight.
Let the races ever live in peace, har-
mony and prosperity."

Superintendent R. B. Blunt of Wash-
ington county, C. F. Vigor, assistant su-
perintendent of Mobile public schools,
were presented and made short ad-
dresses, as was Prof. Charles H. Albright
of Bloomberg, Pa.

Prof. R. B. Hudson of Selma responded
to the addresses.

The session today will be held at
Shiloh Baptist church, Avenue C,
Nineteenth streets, commencing
at 8 o'clock.

Summer School Notes

Under 7-2-10

The enrollment in the Summer school for teachers up to date is 198. These 198 teachers come from ten different states as follows: Arkansas, Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, and Washington, D. C. Outside of the state of Alabama, Louisiana takes the lead in attendance at the Summer school; a special car delegation came from New Orleans and other points in Louisiana. Mrs. F. E. Chester, a teacher of long standing in New Orleans, chaperoned the New Orleans delegation, while Mr. P. L. Breaux of Lafayette, La. heads the delegation outside of the city.

An informal reception was given on Friday evening, June 24, at which the visiting teachers, teachers of the Institute and families had an opportunity of becoming acquainted with each other. The reception committee consisting of Mr. E. C. Roberts, Mrs. H. E. Thomas, Mrs. C. S. Ramsey, Mrs. A. M. Roberts, and Capt. W. A. Richardson, made careful arrangements whereby every person present had an opportunity to talk to every other person. A unique feature of the reception was that every person present was tagged with his own name and home address. This was especially satisfactory, since it gave each an opportunity not only to know the name of the person introduced but the place from which the teacher came.

Since the opening of the Summer school the following lectures have been given: Monday night, June 20, Sanitation and Health, Dr. J. A. Kenney; Wednesday, June 23, Women's organizations in connection with Community work, Mrs. Booker T. Washington; Monday night, June 27, Prevention of Typhoid Fever, Dr. J. A. Kenney; Tuesday night, June 28, Christian

regular picnic dinner was served under the direction of Mrs. C. W. Greene, teacher of the public school. This, so far as we know, is the only rural brick colored school house for colored people in the state of Alabama.

We are glad to chronicle the fact that from one school alone, that, at Miller's Ferry, Alabama, 13 teachers are in attendance at the Summer School. They are led by their principal, Mr. C. H. Johnson. Mr. Johnson, with these 12 teachers, is preparing while here for larger and more important work at Miller's Ferry.

Of Alabama cities, Birmingham furnishes the largest attendance of any city in the state. This is in accord with the progressive spirit which has characterized Birmingham teachers at all times.

In addition to the academic work, some of which every teacher is taking, more than 100 persons are taking the work in basketry, upholstery, etc.; above 50 each in the classes in cooking and sewing; 30 each in agriculture and manual training. Another of the very large classes is that of Primary Methods, in which a class of 70 earnest men and women, largely women, are gathering new material for the lowest grades.

The entire 200 teachers spent one evening this week at the Agricultural Building, where lessons were given in the care of live stock. These talks were made concrete by having in the veterinary class room a number of colts of the very best breed. At the close of the live stock lecture, the faculty of the agricultural department served strawberries, peaches, and cantaloupes to the visiting teachers.

On Friday of this week all of the teachers, together with their instructors, made a trip to the country to the new Rising Star School and to the Southern Improvement Community School. At the Rising Star school the teachers had opportunity to inspect the school building and premises where Mr. and Mrs. Campfield live and where they use the various rooms of their own house for teaching lessons in cooking, house keeping, etc. During the time spent there, there was held a mothers' meeting and farmers' conference meeting combined, in which a number of pertinent questions affecting the work of the community were discussed. The visit on the same day to the Southern Improvement School afforded opportunity also to see the mothers and farmers in one of their monthly meetings. By a combined effort, both on the part of the community and the Tuskegee Institute,

How Schools May Help the People

The course in General Methods which was held every day during the Summer School, divided itself into two parts: methods of attacking problems in the school, and methods of doing extension work, or of directly helping the people of the community in which one labors.

At the beginning of the course in General Methods, it was pointed out that the larger and broader idea of education consists not only in the best work in the school room, but in a broader work, in helping the community—the parents and people out of school—to better living. Carrying out this idea there were shown many ways of betterment both within the school and outside in the homes and among the people of the community.

With reference to the best methods of preparation for and conducting recitations, to the pupils and to outside people as well, many valuable points were brought out. It was shown that so far as preparation goes, there is a great opportunity for the teacher to make his work full of interest to the student. To do this, the surroundings, the

health of pupils and teachers must be good and the environment such that the child's mind can get into the proper attitude of study. In this connection points were brought out concerning the appearance of the teacher and of the student, the teacher always having a carriage that commands respect, that is dignified, and that he should never allow the pupil to take a loose or lounging position, or any position that would be unhealthful or demoralizing in its influence on the pupil or on his classmates. The physical condition of the child was shown to be of great importance as a proper basis for mental work.

In discussion of the teaching of certain subjects, the main point brought out was that all teaching—of geography, mathematics, history, English, etc.—must be made to connect with the child's life. The child must learn those subjects through the things which he touches in every-day life, thus giving each fact content and life and not presenting it as something detached from life and useless. It was shown that the commonest activities, farming, day laboring, and other activities always give abundant material for illustration in all the elementary subjects, thus making it unnecessary for the teacher to be a slave to the text-book, with its small number of impractical problems, but opening up for him the whole of nature and society as a text-book from which the child may be taught. It was also here brought out that discipline is not a problem of itself, but is most often the outcome of a lack of interest among the pupils—due to poor methods of instruction and to the failure of the teacher to give the child sufficient material upon which to expend his mental energy.

It was pointed out in various discussions that not enough emphasis was placed on the appearance of school rooms and school grounds. Generally it was thought that the school grounds and yards were not a part of the education of the pupils, and many teachers claimed that the course exacted so much of them that there was not time to look after these matters. But it was shown that the educational value of a good environment is equal to that acquired from books. Especially were the teachers urged on every hand to keep the class rooms clean and to beautify the walls with pictures. It was shown how necessary it was to have a beautiful, well-kept school yard, with lawns and trees bordering them, making the school plot attractive and inviting, a model preparation for and conducting recitations, to the pupils and to outside people as well. It was shown that a beautiful, well-kept yard, with lawns and flowers and hedges, would give an air of life and dignity to the school, so that the community would be proud of the school and consider it a very important part of its life. It was further

any school yard could be beautified with native plants, grown in the forest about the school. The only expense being to have the children transplant the shrubs and trees from the forest to the school yard.

The effect of the school work on the community was shown to be one of the most desirable aspects of school endeavor. It is not enough that the pupils be given good training in school, but it was shown that it is necessary, if the teacher is to do a large educational work, not to confine himself to the four walls of the school room, but to come directly into contact with the people of the community where he may be working.

Many methods were suggested, all of which had been successfully employed in the Extension Work of Tuskegee Institute.

It was admitted on every hand that club work was the kind of work that helps a community. Reading clubs, school and community improvement clubs, and other organizations of various kinds are the means of teaching the people helpful lessons. The question of manual training and domestic arts for girls is not settled even when successfully taught in the schools but should be carried, by some means, to the people. Another means of helping is by the use of circulating libraries, which can go from one school to the other, thus giving the child opportunity to get new sources of information.

During all the discussions many questions were asked and many difficulties mentioned. Almost all the questions and difficulties were on the subject of extension work, and showed that this subject is not yet understood fully, and that it is a subject of widening possibilities and opportunities for teachers.

ADVISES NEGRO TEACHER

BOOKER WASHINGTON MAKES ADDRESS TO INSTITUTE.

More Than Two Hundred Teachers Hear Tuskegee Principal—Would Strengthen Public School System.

Tuskegee Institute, July 7.—(Special.)—Principal Booker T. Washington returned yesterday from New York and delivered a special lecture today to more than 200 negro teachers from nearly every Southern State, attending the Summer School, in charge of Prof. J. R. E. Lee, organizer and promoter.

Dr. Washington spoke in substance as follows:

"I am glad to see so many public school teachers here. I hope you will be perfectly candid in making suggestions as to how to interest and bring a larger number of teachers here next year. I wish to speak of a method of strengthening the public schools in our communities. It must be understood that we are for the most part to depend upon the public schools for popular education.

"Private schools help, denomination-

schools help, but in the last analysis and for many years to come we must depend upon the public schools for the education of the masses. No other system of education reaches so many as the public school system. Realizing this fact, the trustees of the Jeanes Fund decided to work in co-operation with the public schools of the South.

"Of course there are difficulties in the way of the public school system. In most of the old countries popular education is still a problem. In England, wisest and richest of old countries, our system of education is not yet solved. I was in Quebec, Canada, not long since, and discovered that popular education among Catholics and non-Catholics meets even greater difficulties than we have to meet in this country. I find this denominational spirit among our people projected into the public schools. What on earth has religious denomination to do with arithmetic and geography and grammar? These public school teachers who project denomination into the public schools play upon the ignorance of the people to hold a position they are not worthy to fill.

"I call upon you not to let the public schools suffer on account of such nonsense.

"You should never lose sight of your claim on the public school funds. Your claims should be pressed in the right spirit and the better class of white citizens will always help you. You must not go upon the presumption that the white people know all about the condition of your schools. You must invite them to visit your public schools, your Sunday Schools and churches and observe how you are getting on. Get hold of the county officers, the Judges of Probate, the Sheriffs, and the Mayors and invite them to your schools and meetings.

"Let the white people see results. To keep on paying a hundred dollars to keep a school and no better results, and then pay another hundred dollars and still no better results, is a hindrance to the public school and a discouragement to white friends. We don't need so much argument; we need results. Why, if a man passes our field of fine corn and cotton he needs no other argument than the fine crop of corn and cotton. That corn and cotton will settle the question of negro education."

Impression of Tuskegee Institute

7-22-10-Mes.
BY A TEACHER

Dear Messenger: Please allow me space to speak a few words concerning our stay here and the impressions we have received. Our stay here has been made so pleasant and so profitable by the teachers and others connected with the work that we feel we would be doing ourselves and the school an injustice, should we not show our appreciation and gratitude in some way. But when the heart is full, words seem so inadequate to express our meanings. When we look upon these grounds and the many beautiful buildings here and the amount of work which is being carried on, we are compelled to ex-

"The half had not been told."

The teachers have proved themselves such valuable guides, and such experts in their special lines of work, that we can safely say that no time has been lost in the schoolroom. And otherwise, the fare has been good and everything necessary for our health and happiness has been provided. The lectures from day to day have been good.

On Thursday, July 7th, we were favored with a talk from Principal Washington on "The Public School System", which was very beneficial indeed; and in his talk we were made to feel the dignity of teaching in the public schools, especially in the rural districts. No one can think of Tuskegee Institute without thinking of its great founder, the exponent of Industrial Education, the acknowledged leader and educator of his race, the much loved, honored and esteemed Dr. B. T. Washington.

Washington! A Nation pays her homage to thee.

On earth, men feel the power of thy majestic presence,

And when in heaven, the roll of honor is called;

When the heroes of the twentieth century shall respond,

First and foremost shall be thy name. There is but one, none else can take his place.

He is our own Booker T. Washington.

NEGRO TEACHERS URGED TO CLEAN SCHOOL ROOMS

Tuskegee Institute, July 9.—(Special.)—The summer institute, composed of more than 200 negro teachers from nearly every Southern State, Professor J. R. E. Lee in charge, was addressed today by Mr. G. R. Rodgers, Superintendent of Education for Macon County, and Principal Washington.

Mr. Rodgers spoke on the dignity of the teachers' work. This, he said, should be kept in mind by the teacher regardless of the wage he receives. He said that making character is the greatest work to be engaged in.

The teacher, Mr. Rodgers said, should bear in mind the life the pupil must live, what he expects to do when he leaves school, and prepare the pupil to that end.

Principal Washington followed. He felt grateful to Mr. Rodgers for his presence and his very practical address. Dr. Washington said he wished that many more leading white citizens of Alabama knew of the good feelings existing between the races in Macon County and of the very excellent school system in the county for white and black. "On the whole," said Dr. Washington, "I think we have the best school system of any county in the State. The County

Board of Education has been especially generous to our people."

"I repeat what I said yesterday," continued Principal Washington, "that in the last analysis we must look to the public schools for the education of our children."

"Now just a word about the teacher's physical appearance in the school room. The teacher who is careless about his or her dress, whose shoe-strings are missing or untied, whose shoes are never shined, whose buttons are missing from his or her clothes, whose clothes are unclean, will make a very repulsive appearance and will lose influence by losing the respect of pupils and parents."

"And then attention should be given to the physical appearance of the school room. I have gone into schools in the country that should be closed up and teachers and pupils go to work cleaning up. The pupils should go home and get nails, and hammers, and brush, and whitewash, and broom, and scrubbing brush and go to work and clean up the school room."

"When this is done, then let the pupils write essays on 'How to Clean Up a School House,' and use their arithmetic on 'How Much It Cost to Clean Up the School House.'"

"Now this is education."

"I wish that such influence would go out from here that would revolutionize not only the schools in the country, but some of the negro schools I have visited in Memphis and Birmingham and Montgomery."

Professor Lee announced that the teachers will be addressed Monday afternoon by Mr. W. T. Sheehan of The Advertiser. This announcement was received with applause.

Demonstration Reception

The Summer School teachers assembled in the Tailor Shop of the Trades Building at 7:30 on Wednesday night, July 6th. The room was filled and many were standing near the entrance. Mr. R. R. Taylor, Director of Mechanical Industries of the Tuskegee Institute, spoke on the need of industrial training, and its adaptation to the needs of the people. He cited the work as developed by General Armstrong, at Hampton, and the same kind of work that Tuskegee is doing. He also showed the line of development of industrial work that is being carried on in the Technical Institutions, as in the Massachusetts Institute of Technology. There was also another line of development in the schools of St. Louis. Each of these lines of development fitted into a certain need and demand made upon industrial work.

Mr. H. E. Thomas, head of the division of Steam Engineering and Machinery, gave an outline of the general routine of shop practice and then explained the use of one of the

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Machine Shop and all the departments of Carpentry, Tin-smithing, Wheelwrighting, Black-smithing, Founding, Electricity, Painting, Harness Shop, Shoemaking, Brickmasonry and Printing (the home of The Messenger) and assembled in the architectural drawing room, where after a very interesting inspection was made of the work of some of the students of this department, watermelons, cantaloupes and peaches were served to the party.

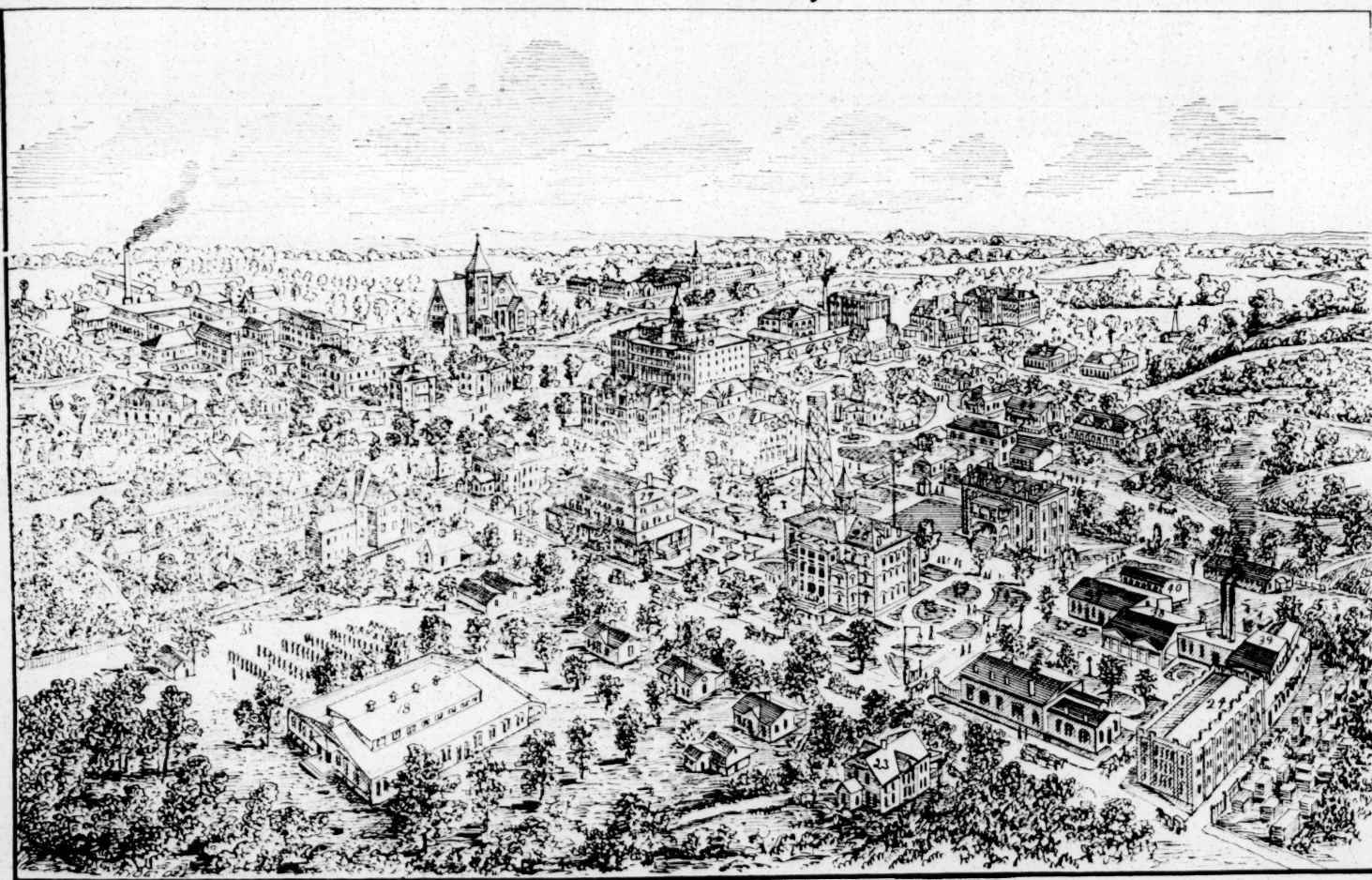
As which has gotten out on the work of his department. This book is a text book for the students of the Machinery Department, and several of the instructors have gotten out such helpful hand books in their various divisions. He emphasized the importance of having a definite object in instruction as is practiced in the shops here. Dr. Booker T. Washington, Principal of the Tuskegee Institute, came in at this time, and extended his welcome in a few words to the Summer School, and mentioned that he would speak on the following day.

After the meeting in the Tailor Shop, the whole school made a trip to the various departments of mechanical trades, which were in full

Education - 1910

Summer School

Summer School For Teachers—Nearly Two Hundred Enrolled



Bird's-eye View of Tuskegee Normal and Industrial Institute Where the Summer School for Teachers is Now in Session

The Summer School for Teachers opens with a splendid array of earnest teachers from eight Southern States

Basketry and Cooking are the most popular industrial subjects, Sewing coming next, with Carpentry closely following. Below are the names of those enrolled up to eleven o'clock Tuesday morning.

Miss Ellen E. Colwell, New Orleans, La., Miss Ellie S. Culpepper, Roanoke, Ala., Mrs. F. A. Rough, Uniontown, Ala., Mrs. L. P. Eldridge, Uniontown, Ala., Miss Lou Ethel Duggar, Uniontown, Ala., Mr. W. P. Arrington, Bessemer, Ala., Miss M. McNeal, New Orleans, La., Miss C. V. Brice, Bessemer, Ala., Miss Hattie E. Childress, Eutaw, Ala., Miss Victoria Pearson, New Orleans, La.,

Miss A. V. Peters, New Orleans, La., Mrs. Mamie L. Butler, Luna Landing, Ark., Miss Ritta Holt, New Orleans, La., Miss Elsa Baxter, New Orleans, La., Miss Tennessee Jackson, Elmore, Ala., Mr. A. R. Raiford, Atlanta, Ga., Miss Ruth Dowden, New Orleans, La., Mr. J. H. Wren, Evergreen, Ala., Mrs. E. R. McNeal, Union Springs, Ala., Mr. Timothy Rumph, Marshallville, Ga., Miss A. C. Rumph, Marshallville, Ga., Miss Jerushia Lee, Mt. Willing, Ala., Mrs. B. E. Bradford, Birmingham, Ala., Miss Neda B. Harden, Tuscaloosa, Ala., Miss T. Ethel Smith, Atlanta, Ga., Miss Maggie A. Martin, Faunsdale, Ala., Miss Essie Mickens, Ft. Valley, Ga., Miss Addie Powell, Eutaw,

Ala., Miss Katie Tabor, Birmingham, Ala., Miss Alice Garner, Birmingham, Ala., Mr. A. B. Richardson, Bessemer, Ala., Miss Mary J. Thrash, Meridian, Miss., Mr. Jas. E. James, Annemarie, Ala., Miss Bessie W. Holland, Atlanta, Ga., Mrs. E. Adams Jemison, Birmingham, Ala., Miss Fannie B. Sawyer, Birmingham, Ala., Miss Mattie L. Richardson, Brookwood, Ala., Mr. J. H. Brown, Birmingham, Ala., Miss Annie M. Baker, Birmingham, Ala., Miss Fannie C. Williams, New Orleans, La., Miss R. T. Foster, Marion, Ala., Miss Helen Steward, Tuskegee Institute, Ala., Mr. John W. Fentriss, Tuskegee, Ala., Mr. Otis S. Oneal, Ft. Valley, Ga., Miss Annie B. Ried, Birmingham, Ala., Miss F. Grace Clark, Selma, Ala., Miss

Mary B. Kennedy, Birmingham, Ala., Miss Williams, Birmingham, Ala., Miss Ala., Mr. G. W. Humphrey, Perry, Ga., Mrs. F. E. Chester, New Orleans, La., Miss Gertrude A. Grove, Ala., Mr. William Dunn, Brooks, New Orleans, La., Miss Guyton, Ga., Miss M. A. Rayford, Meridian, Miss., Mr. Mansfield Gardener, Tuskegee Inst., Ala., Mrs. M. V. Henry, China, Ala., Mr. A. J. Tadem, Santiago, La., Mrs. J. C. Greene, Tuskegee, Ala., Miss Susie A. Watkins, West Blocton, Ala., Mrs. L. B. Howard, Tuskegee, Miss Pearl R. Hill, Tuskegee, Ala., Miss Nellie M. Hill, Tuskegee, Ala., Miss L. E. Butler, New Orleans, La., Miss Lizzie B. Johnson, Minter, Ala., Miss Bessie J. Broudford, Dublin, Ga., Miss Mamie Grey, Livingston, Ala., Miss D. L. Williams, Little Rock, Ark., Miss Alice K. Moffett, Hansboro, Miss., Miss Mollie Clark, Enterprise, Ala., Mrs. Ada L. Johnson, Wedowee, Ala., Mr. L. J. Johnson, Wedowee, Ala., Mrs. L. E. Jones, Tuskegee, Inst., Ala., Mr. H. A. Carlisle, West Point, Ga., Mrs. R. H. Hazel, Tuskegee, Ala., Miss E. A. Savage, Snow Hill, Ala., Miss Annie T. Bowe, Welona, Ala., Mr. T. M. Pierson, Welona, Ala., Miss B. V. Williams, Tuscaloosa, Ala., Miss Katie Tutwiller, Tuscaloosa, Ala., Miss L. C. Swintt, La Grange, Ga., Mrs. E. M. T. Cottin, Ft. Davis, Ala., Mr. W. M. Welch, Tuskegee, Ala., Miss Beulah E. Goodenough, Tuskegee, Ala., Miss Bessie Clayborne, Tuscaloosa, Ala., Miss M. E. Walker, La Grange, Ga., Miss H. J. Wesley, Hattiesburg, Miss., Mrs. Alice Levert, Tuskegee, Ala., Miss Imogene Scott, Tuskegee Inst., Ala., Miss Ethel Scott, Tuskegee Inst., Miss C. L. Floyd, Atlanta, Ga., Miss Ellen McCullough, Tuskegee, Ala., Mrs. K. B. Day, Tuskegee, Ala., Mrs. L. M. O'Neal, Gabbettville, Ga., Miss Pinkie Wells, Ralph, Ala., Miss Cora J. Dunn, Ralph, Ala., Miss Dorinda K. McMillan, Tuskegee, Ala., Miss E. A. Thomas, Tuskegee, Ala., Miss E. A. Thweatt, Tuskegee, Ala., Mrs. L. V. Greene, Tuskegee, Inst., Ala.,

Mr. J. A. Wilson, Matthews, Ala.
Mr. O. W. Weaver, Cuthbert, Ga.,
Miss M. C. Shepperd, Macon, Miss.,
Miss Alice Richardson, Macon, Miss.,
Miss L. A. Holmes, Auburn, Ala.,
Miss Rosa E. Phillips, Five Points,
Ala., Miss Lula Hurd, Lutherville,
Ga., Miss Cordelia Higgins, Luther-
ville, Ga., Mr. E. G. Greene,
Cochrane, Ala., Miss Mary E. Perry,
Tuskegee Institute, Ala., Mrs. J. R.
Pendleton, Tuskegee Institute, Ala.,
Miss Lela Felton, Auburn, Ala.,
Miss Zenobia Maclin, Birmingham,
Ala., Miss Ida M. Dunmore, Al-
toona, Ala., Mr. C. H. Johnson,
Miller's Ferry, Ala., Mr. J. W. E.
Wade, Miller's Ferry, Ala., Mrs. P.
L. Stephens, Miller's Ferry, Ala.,
Miss J. D. Jones, Miller's Ferry, Ala.,
Mr. E. D. Brown, Middlesboro, Ky.,
Miss C. B. Bascom, Tuskegee,
Ala., Miss Lenora Harris, Tuskegee,
Ala. Miss Sarah L. Woodall, Au-
burn, Ala.,

There are teachers from cities,
towns, and country all anxiously
looking for something which will
help them in doing the work in their
communities.

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The Tuskegee Institute Summer School Continues to Grow in Numbers and Interest

6-1-20



Rising Star Rural School, Macon County, which the Two Hundred Summer School Teachers Visit this Week. The two Teachers, Mr. and Mrs. Campfield, Live in this Five Room School House and Teach Books and Home-life to the Boys and Girls

Busy Hours Are Being Spent in Getting Something to Strengthen The Teaching Profession

The Summer School is proving a great success in every respect. The teachers have come from the following states: North Carolina, Georgia, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, Kentucky and Florida. The first week of the school was a very busy one. No time was lost in getting down to work, which began at 7:20 a. m. on the opening day.

On Monday night, June 20th, Dr. Kenney gave a very interesting and instructive lecture on Sanitation and Health. On Monday, the 27th, he gave another lecture on Typhoid Fever. Both of these lectures contained much valuable information, which will prove very helpful and suggestive to all present. On Wednesday night, June 22nd, Mrs. Booker T. Washington gave a

lecture on Women's Clubs. She gave much wholesome advice and in the course of the lecture urged the women as teachers to organize the women into clubs for helpfulness to the community. She said that it was this kind of work which the teacher had largely in her own hands, because she is almost always the most intelligent and farseeing person in the community. Mrs. Washington gave a very interesting account of the way Women's clubs are helpful in beautifying the home and in the rearing of children, and bettering their surroundings. She also gave a very interesting account of how the Women's club made over a woman. She showed in the case of one family that the man had been helped from being almost a dependent to be a good tradesman, and how the home life had been beautified, and the wife trained to take care of that home.

Every teacher is pursuing her work with a great deal of earnestness and enthusiasm. The class in Basketry, and the class in Primary Methods, have the largest numbers. Seventy are enrolled in the class in Primary Methods, and all the class is thoroughly interested. There is also a large number in the four sections in the Basketry Class.

At 11:30 each day the whole Summer School meets for a conference on General Methods. The school in its relation to the class room, and to the community, and the general work of education are discussed. All the talks are informal and consist of descriptions of the actual experiences of many of the teachers. The question of the meaning of education and the problems it presents have been taken up. Preparation for teaching and for the particular recitation have been discussed. Mr. T. M. Campbell gave an interesting talk, describing the conditions of the people as he has found them, and suggesting means for getting close to them. Among those who have taken

prominent parts in the discussions are Mr. C. H. Johnson, principal of the Miller's Ferry Institute, Miss Swintt, La Grange, Ga., Mr. H. A. Carlyle, West Point, Ga., Mr. C. D. Green, of Dalton, Ga., Miss Rochon, New Orleans, La., Mrs. Chester, New Orleans, La., Mr. P. L. Breaux, Lafayette, La., Mr. C. A. Barrows, Ozark, Ala., and Mrs. Cotton, Cotton Valley, Ala.

The outlook for continued enthusiasm and hard work is good.

The following is the list of the teachers that have arrived since the last issue of the Messenger up to Tuesday morning: Mrs. E. C. Williams, Washington, D. C., Miss Sylvesta McMillian, Tuskegee, Ala., Miss Caroline Smith, Tuskegee, Ala., Miss Minne L. Bradle Pine Level, Ala., Miss Mauc Clarke, Birmingham, Ala., Miss Viola Clarke, Savannah, Ga., Rev. H. F. Johnson, Tuskegee, Ala., Miss G. M. Rayford, Milledgeville, Ga., Miss Geneva Dinney, Washington, D. C., Mr. Richard Wilmer, Miller's Ferry, Ala., Mr. A. J. White, Barbersville, Ga., Miss Mayme Sanderson, Miller's Ferry, Ala., Miss Mary Vance, Miller's Ferry, Ala., Mrs. M. A. Burford, Eutaw, Ala., Mr. L. W. Johnson, Miller's Ferry, Ala., Mrs. Pearl McCain, Tuskegee Institute, Ala., Miss N. L. Marshall, Laurel, Miss., Miss Estella Sampson, Ensley, Ala., Mr. E. D. Hudgins, Miller's Ferry, Ala., Mrs. Mamie Clemens, Macon, Ga., Miss Ola Richardson, Owensboro, Ky., Miss Anna G. Johnson, Utica, Ky., Miss Gertrude Taylor, Wilmington, N.C., Miss Marion Martin, Tuskegee, Ala., Mr. W. H. Goode, Tuskegee, Ala., Mr. W. J. Dunn, Rockyford, Ala. Miss Addie Royster, Miller's Ferry, Ala.

SOME BOOKS THAT EVERY TEACHER SHOULD READ AND, IF POSSIBLE, OWN
History of Education - - - - - Painter
Psychology - - - - - Angell
Psychology and the Teacher - - - - - Munsterberg

the School and Society - Dewey
Interest and Education, De Garmo
Vocational Education - Gillette
Talks to Teachers - - - Parker
Talks to Teachers - - - James
Classroom Management, its Prin-
ciples and its Technique, - Bagley
The Method of the Recitation

- - - - - McMurry
How to Study and Teaching
How to Study - - - - - McMurry

The wide awake, up-to-date teacher is constantly reading; particularly literature relating to his profession. Mr. Monroe N. Work, conductor of the Course in General Methods at the Tuskegee Institute's Summer School, recommends the above list as a few books for the teacher's library. The total cost of these eleven books will not be over \$15.00 and can be purchased directly from or through the Houghton Mifflin Co., Boston, New York or Chicago, or through their branch houses at Atlanta, Ga., and Dallas, Texas.

Some Things Accomplished by the Summer School Course in General Methods

7-29-10-Mr.

A BRIEF SUMMARY BY M. N. WORK

The course in General Methods which was held every day during the Summer School divided itself into two parts, methods of attacking problems in the school, and methods of doing extension work or of directly helping the people of the community in which one labors.

At the beginning of the course in General Methods, it was pointed out that the larger and broader idea of education consists not only in the best work in the school room, but in a broader work, in helping the community, the parents and people out of school to better living. Carrying out this idea there were shown many ways of betterment both within the school and out- in the homes and among the e of the community.

reference to the best

methods of preparation for and may be taught. It was brought conducting recitations, many valu- out also here that discipline was able points were brought out. It not a problem of itself, but was was shown that as far as prepa- most often the outcome of a lack ration goes, there is a great oppor- of interest among the pupils due tunity for the teacher to make his to poor methods of instruction and work full of interest to the student. to the teacher's not giving the To do this, the surroundings, the pu- child sufficient material upon which pils' and teachers' health must be good to expend his mental energy.

and the environment such that the It was pointed out in various child's mind can get into the proper discussions, that not enough empha- attitude of study. In this con- sion was placed on the appearance nection, points were brought out of school rooms and school grounds. concerning the appearance of the Generally, it was thought that the teacher and the student, the teacher school grounds and yards were not always having carriage that com- a part of the education of the pils, and many teachers claim mands respect that is dignified, that the course exacted so much and he should never allow the pupil to take a loose or lounging posi- of them that there was not time to tion, or any position that would be unhealthy or demoralizing in look after these matters. But it was shown that the educational value of a good environment was equal to that acquired from books. Especially were the teachers urged on every hand to keep the class rooms clean and to beautify the walls with pictures. It was shown how necessary it was to have a beautiful, well-kept school yard, with lawn and trees bordering them, making the school plot attractive and inviting, a model to the pupils and to outside people as well. It was shown that a beautiful, well-kept yard, with lawns, flowers and hedges, would give an air of life and dignity to the school so that the community would be proud of the school and consider it a very important part of its life. It was further shown that any school yard could be beautified with native plants, grown in the forest about the school. The only ex- pense being to have the children transplant the shrubs and trees from the forest to the school yard.

In discussions of the teaching of certain subjects, the main point brought out was that all teaching— of geography, mathematics, history, English, etc.,—must be made to connect with the child's life. Th- child must learn those subjects through the things which he touches in every-day life, thus giving each fact content and life, and not pre- senting it as something detached from life and useless. It was shown that the commonest activities, farm- ing, day laboring, and other activ- ities always give abundant material

for illustration in all the elemen- tary subjects, thus making it un- necessary for the teacher to be a slave to the text-book with its small number of impractical prob- lems, but opening up for him the whole of nature and society as a text-book from which the child

is to do a large

not to confine him- to the four walls of the school room, but to come directly into contact with the people of the community where he may be working.

Many methods were suggested, all of which had been successfully employed in the Extension Work of Tuskegee Institute.

The parents were considered as important individuals in the com- munity, and the Farmers' Confer- ences and Mothers' Clubs were organized. The Farmers' Conference has for its object the discussion of the best methods of farming and the general problems of the life of a farming people. They meet often and exchange ideas on the best methods of farming and upon its business side.

The Mothers' Clubs meet often and discuss topics relating to better conditions in the home and the proper rearing of the children. Often these clubs teach cooking and sewing and give object lessons in proper

the teacher is supposed to be the leader and adviser.

The school farm, where by the interest which a good school has aroused in a community, is repaid in products raised on the farm by rais- ing money to better equip the school, was found to be a very important means of extension work. It gave to the people the opportunity to be self-supporting, and gave a longer school term and a better equipped school. The school farms, thus, while they do the school good, hav- a greater effect on the communities; they teach co-operation and thrift and let the people have the pleasure of being self-supporting. The teach- er, in all this, is the prime force and adviser.

School gardens also serve much the same purpose, making it possible to enlist the school children as well as the people of the community, and ing to them the same lessons of ion and thrift.

It was ... hand that club ... kind of work that helps a community. Reading clubs, school and community im- provement clubs, and other organiza- tions of various kinds are the means of teaching the people these lessons. The question of manual training and domestic arts for girls was not set- tled when these subjects were suc- cessfully taught in the schools, but should be carried, by some means, to the people. Another means of help- ing is by the use of circulating libra- ries, which can go from one school to the other, thus giving the child opportunity to get new sources of information.

During all these discussions, many questions were asked and many difficulties brought up for solution. Almost all the questions and diffi- culties were on the subject of ex- tension work, and showed that the subject is not yet understood fully, and that it is a subject of widen- ing possibilities and opportunities for teachers.

DR. DILLARD'S TWO FUNDS HELPING IN NEGRO INDUSTRIAL TRAINING

Dr. James H. Dillard, the distinguished educator formerly connected with Tulane University, but now devoting all of his time to negro education along practical lines, as manager of the Jeanes Fund, has returned to his home after an extended trip in preparing for the work of the present school terms. Dr. Dillard has been in charge of the Jeanes Fund for several years, but recently assumed an added responsibility in accepting the same relation to the Slater Fund, which was formerly managed by the late Dr. J. L. M. Curry. The Jeanes Fund is used to provide industrial education for the negro of the South, while the Slater Fund is used to train teachers for this work. The two funds therefore have a common purpose, and under the direction of one man, such as Dr. Dillard, are being applied with splendid results all over the South. Dr. Dillard has associated with him in this work Dr. B. C. Caldwell, formerly president of the State Normal School at Natchitoches, who has visited all but two of the 130 counties in the South, where teachers have been provided.

Speaking of the work in hand, Dr. Dillard said:

"For spreading the teaching of manual and industrial branches even in the smallest and poorest rural schools, a plan, which has come to be known as the Henrico plan, has been adopted by the management of the negro rural school fund, founded by the late Miss Anna T. Jeanes, of Philadelphia. The plan has been tried for the past two years with satisfactory results. Its operation has been effective in improving the character of the schools in the counties where it has been tried, and it is remarkably inexpensive when the extent of the work is considered.

"The idea was suggested by Mr. Jackson Davis, then superintendent of the schools in Henrico County, Va. He asked that the Jeanes Fund supply the salary for a trained teacher who would introduce and supervise simple industrial branches in the twenty-two negro schools of his county. A competent supervising teacher was found in Miss Virginia E. Randolph, and the success of her work has led to the adoption of the plan, with varying modifications, in more than 100 counties in the Southern States, including fifteen parishes in Louisiana. The plan has met with the hearty approval of the superintendents in all parts of the South, and the resources of the Jeanes Fund are quite inadequate to supply the many requests that come from school officials who are anxious to introduce the plan.

THE RURAL SCHOOL.

The rural school in all the great States of the Union presents most serious difficulties in securing not only efficiency in good teaching, but the wide variety of instruction needed by the current educational advance. Everyone is aware that with the best efforts the rural school is not able to secure the special training which can be furnished under urban conditions. Even the special advantage which it has for the purpose of establishing school and kitchen gardens is in general neglected.

The Jeanes Fund for Colored Schools in the South has shown, as Dr. Dillard, the president, tells in an interview, how this can be secured for several

hundred schools, at an expenditure of \$300 to \$400 in 130 counties, by hiring a special teacher, who acts under the direction of the county superintendent. She visits the scattered colored schools in sparsely settled districts, giving lessons in the simpler industrial work, shows how the ground around the school can be utilized to teach the children the elements of gardening, and develops from local conditions small industries—as mat-making from corn husks—which can be useful in the future life of the pupils, visits their homes, organizes mothers' meetings and often secures special contributions in order to improve the schools.

This work has proved of great value in the South. It quickens the schools

in the neighborhood at a minimum of expenditure. The method is which could probably be employed to advantage in this State, under State supervision and by a special appropriation, in many counties where the farming population is unable to raise the money needed for this special work.

Teachers have been provided in the following parishes in Louisiana: Ascension, Acadia, Caddo, East Carroll, Franklin, Grant, Iberia, Lincoln, Ouachita, St. Tammany, Vermilion, Webster and West Baton Rouge, with two special teachers in New Orleans and one who will attend to the schools in St. Bernard and Jefferson.

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EFFECTIVE RESULTS FOR JEANES FUND

Henrico Plan for Education of Colored Children Proves Successful in South.

Dr. James H. Dillard, of New Orleans, president of the Jeanes Fund, founded by the late Miss Anna T. Jeanes, of Philadelphia, visited Philadelphia yesterday, in the course of his annual tour through Northern cities, conferring with those who are interested in the work. Dr. Dillard was Dean of Tulane University before he was elected to head the Jeanes Fund. He has organized the work of the Fund, and created a new method for applying a comparatively small expenditure to improve rural schools.

The income of the Jeanes Fund was rigorously limited by its founder to "elementary rural" or "rural" schools in the Southern States. These schools are nearly all in sparsely settled districts, open only from four to seven months of the year, and necessarily deficient in equipment, apparatus, building and teaching. The method selected has been to provide in as many counties as the resources of the fund will permit a colored teacher, appointed with the co-operation of the county superintendent, who visits the different schools and organizes local educational activities.

Describes the Work.

In describing his work, Dr. Dillard said yesterday:—

In the Southern States there is an open expression of desire that colored people should remain in the open country, and the fact is beginning to be recognized that many are inclined to move toward the centers because of the poor conditions of the rural schools. A premise in the argument for colored rural schools is that such schools should respond to the idea of training in manual and industrial branches.

For spreading the teaching of manual and industrial branches even in the smallest and poorest rural schools, a plan, which has come to be known as the Henrico plan, has been adopted, and has been tried for two years with satisfactory results.

The plan has met with the hearty approval of superintendents in all parts of the South, and the resources of the Jeanes Fund are quite inadequate to supply the many requests that come from school officials who are anxious to introduce the plan.

Getting Effective Results.

It is an interesting fact that the most effective county workers seem to be those who call for the least expenditure in the way of material and equipment. They are those in a corn country, would show how to make shuck mats, rather than

send away for material to do raffia work. In other words, the most successful training lies in that which touches familiar things, and thus tends to make the school a part of the life and work of the family and neighborhood.

The total cost of introducing the Henrico plan into a county or part of a county might vary from \$300 to \$500 a year, and certainly need not exceed the latter amount.